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Quality of Life




Module
4



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Social Studies 23

Module 4

QUALITY OF LIFE



**Distance
Learning**

Alberta
EDUCATION

Social Studies 23
Student Module
Module 4
Quality of Life
Alberta Distance Learning Centre
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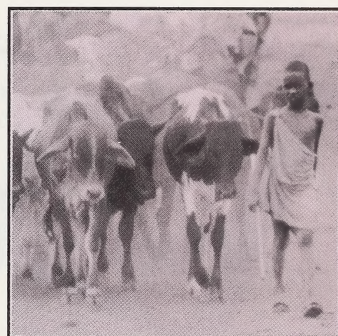
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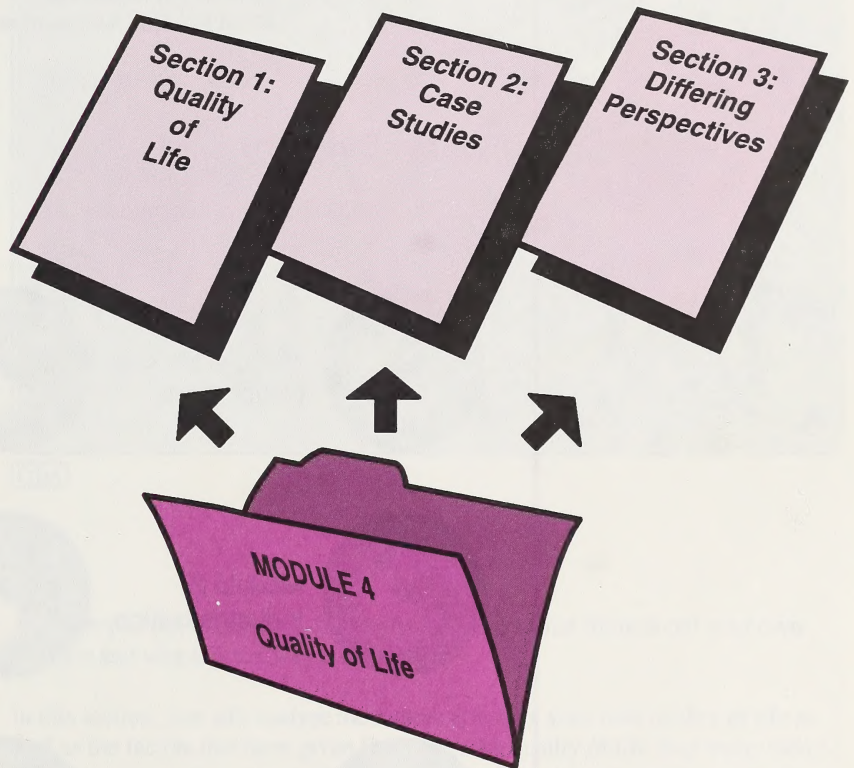
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APPENDIX 119

OVERVIEW

In this introductory module to Topic B – *Challenges in the Global Environment*, you will see that differing viewpoints on quality of life exist in the world today. You should also learn that quality of life is influenced by various factors. Just as each human is unique, each culture is unique. Each has its own beliefs and values, social structures, environment, and government and economic policies.



Evaluation

Your mark in this module will be determined by your work in the assignment booklet. You must complete all assignments. In this module you are expected to complete three section assignments and one final module assignment. The assignment breakdown is as follows:

Section 1 Assignment	20 %
Section 2 Assignment	20 %
Section 3 Assignment	20 %
Final Module Assignment	<u>40 %</u>

TOTAL	100 %
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Course Overview

Social Studies 23 contains seven modules.



Module 1
Nationalism



Module 5
Global Regionalism



Module 2
Industrialization



Module 6
Interdependence



Module 3
Egalitarianism



Module 7
Economic Choices



Module 4
Quality of Life

Quality of Life



CIDA

Before you can understand the lifestyle of others, first think about your own lifestyle and why it is the way it is.

In this section, you will analyse the factors affecting your own quality of life as well as the factors that have given Canadians the quality of life they enjoy today. As the accompanying picture shows, environment makes a large impact on the standard of living and quality of life of a group of people.

Other factors include beliefs and values, social structure, government policies, and economic strategies.

By the end of this section, you should realize that a combination of factors has led to your quality of life being what it is. Similarly, different combinations of factors will lead to other cultural groups having differing opportunities and, as a result, differing perspectives on quality of life.

Activity 1: Quality of Life – An Overview

Kalahari Bushmen Menu



appetizers

locusts
ants
larvae from the cocoons of moths and butterflies
scorpions
Bushman rice (white ant-larvae)

entrées

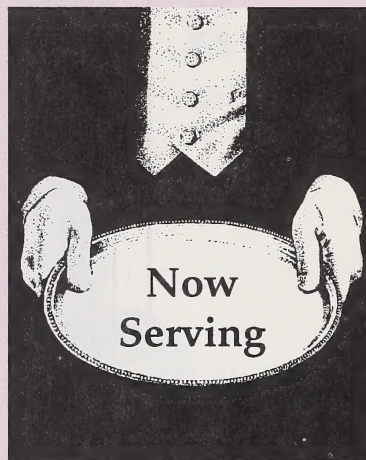
heart of leopard
steenbok liver and kidneys

vegetables

cucumber
sorghum
roots
bulbs
tubers

desserts

fruits
nuts



What would you order from this menu? Nothing? Obviously you don't see the same delicacies that a Bushman of the Kalahari Desert sees or, at least, used to see. Did you ever stop to think that a typical North American menu may look as unappetizing to a Bushman as the one here does to you?

Clearly the quality of the life you lead is different from that of Kalahari Bushmen. Does that mean it's better?

Quality of life: how good life is, measured in terms of material wealth and the achievement of life goals

How would you define quality? Although there may be different opinions, all definitions would undoubtedly include the aspect of . . . how good something is. In dealing with quality of life, therefore, you will be looking at how good life is in various regions of the world.

Quality of life is generally measured in terms of both wealth and achievement of life goals – happiness, freedom, personal satisfaction, and love of families and friends.



How do you measure quality of life?

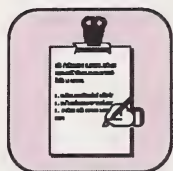
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Standard of living: how good life is, measured solely in terms of material wealth

Demography: statistical study of human population

Aspirations: strong desires for achievements

If you were to equate quality of life solely with wealth, then quality of life would improve as you raised your **standard of living**. Your standard of living would improve as more of your wants and needs were met. There are, however, other aspects that must be considered in order to fully understand quality of life. One must look at peoples' beliefs and values, their environment, their social structure, government, and economic policies and strategies, as well as **demography** and **aspirations** of people.



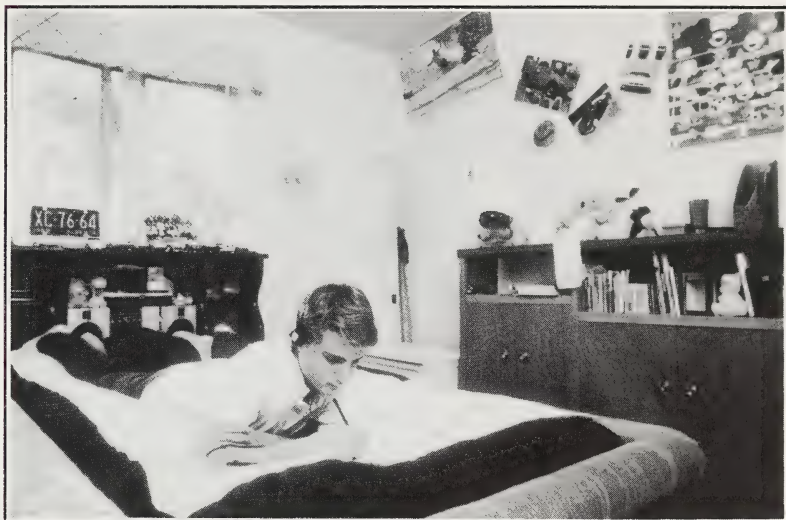
1. Rate on a scale of 1 to 5 how important the following are in giving you a good or desirable quality of life. Ask an older member of your family to do likewise (use a different colour pen to mark their responses). The comparison between your values and those of the other person could be interesting.

	Least Important			Most Important		
FRIENDS	1	2	3	4	5	
HEALTH	1	2	3	4	5	
CAR	1	2	3	4	5	
FAMILY	1	2	3	4	5	
FREEDOM	1	2	3	4	5	
PERSONAL WEALTH	1	2	3	4	5	
TV	1	2	3	4	5	
NATURE	1	2	3	4	5	
JOB	1	2	3	4	5	
RELIGION	1	2	3	4	5	
LEISURE TIME	1	2	3	4	5	
FOOD	1	2	3	4	5	
EDUCATION	1	2	3	4	5	
HOUSE/APARTMENT	1	2	3	4	5	
LOVE	1	2	3	4	5	
SAFETY/SECURITY	1	2	3	4	5	

Check your answers by turning to the Appendix, Section 1: Activity 1.

Everyone's answers will be different, but take a minute and analyse what you consider to be the most important things in life.

Which items did you rate the highest? Were most of these material goods or not? Do you think many other people would consider those items to be most important or desirable? How did the survey of the older family member compare? Do different age groups value different things? If so, why do you think that is? What about people from other countries? How do you think they would rate these items? You can appreciate that there would surely be different perspectives on quality of life.



Which items pictured here would you consider important to your quality of life?

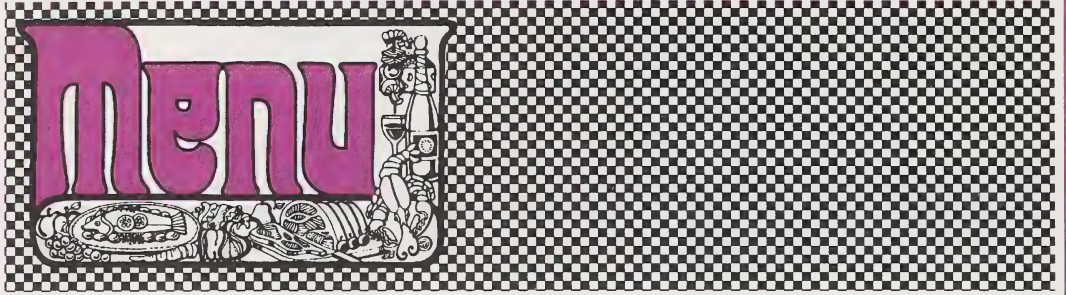
PHOTO SEARCH LTD.

2. Did you find the bushman's menu appetizing? Consider these items which might appear in some of our finer restaurants:

- tripe (a stomach)
- sweetbread (a pancreas)
- headcheese (a jellied sausage made up of the meat of the head, feet, tongue, and heart of a pig)

Fill in the following menu with items that you eat in your household that may appear strange to a Bushman. Give a very brief description of the item if you are using a specific term, for example:

- Baked Alaska is a dessert of cake, ice-cream, and meringue
- a hot dog is a sausage served in a bun



Appetizers

Entrées

Vegetables

Desserts

Check your answers by turning to the Appendix, Section 1: Activity 1.

Activity 2: Factors Affecting Quality of Life



What constitutes a great supper? Is it the appetizer that makes the meal delicious? Is it the soup? the salad? the meats? the vegetables? the dessert? Could it be the drinks? Perhaps the companionship makes the supper great. Undoubtedly, a combination of all of these together would determine the quality of a meal.

Similarly, one factor alone cannot adequately explain or determine quality of life. You must be aware that quality of life is influenced by various factors within a society. In this module, typical Canadian lifestyles, the Chinese way of life, and the Ethiopian culture will be analysed in regards to the following factors:

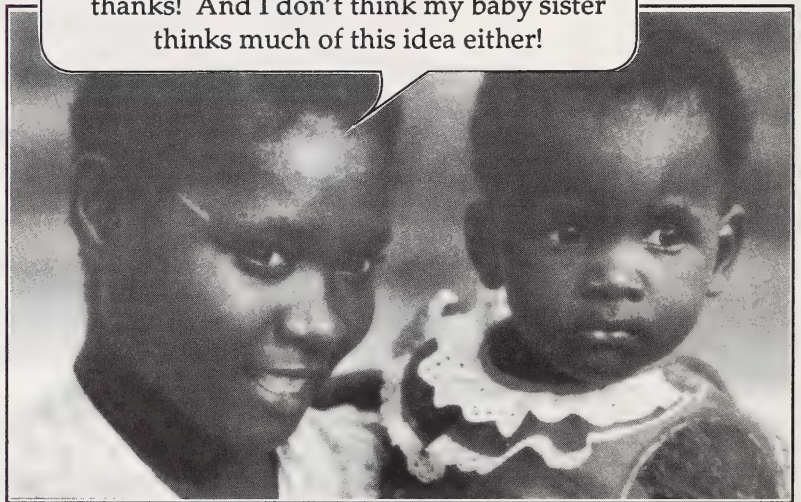
- beliefs and values
- environment
- social structure
- government policies
- economic strategies
- food, health, literacy
- technology and resources
- demography
- aspirations of people

Beliefs and Values

In India, mothers who have many children are held in high esteem. In rural India, all girls are expected to marry. The average marrying age is sixteen for girls (maybe two or three years earlier in some rural areas). Sons are valued more highly because girls move into their in-laws' households at marriage.

The preceding statements reflect beliefs and values found in India. Do you find that you hold the same beliefs and values?

Well, I'd like to get married some day, and move out of my parents' home; but to move into a strange family at about age fourteen and to stay there for the rest of my life! No thanks! And I don't think my baby sister thinks much of this idea either!



CIDA

In Activity 1, you were asked to rate the things you considered to be the most important in your life. Which items did you rate the highest? These would be the ones you place most value on.

How different do you think your values are from those of people in a very poor nation? Put yourself in their shoes and try to understand what they might value.

1. Rate on a scale of 1 to 5 how important the following would likely be to a person of your age living in a very poor nation of the world.

	Least Important			Most Important	
FRIENDS	1	2	3	4	5
HEALTH	1	2	3	4	5
CAR	1	2	3	4	5
FAMILY	1	2	3	4	5
FREEDOM	1	2	3	4	5
PERSONAL WEALTH	1	2	3	4	5
TV	1	2	3	4	5
NATURE	1	2	3	4	5
JOB	1	2	3	4	5
RELIGION	1	2	3	4	5
LEISURE TIME	1	2	3	4	5
FOOD	1	2	3	4	5
EDUCATION	1	2	3	4	5
HOUSE/APARTMENT	1	2	3	4	5
LOVE	1	2	3	4	5
SAFETY/SECURITY	1	2	3	4	5

2. Now compare this questionnaire with the one you completed in Activity 1. List the three most important (or highly valued) items and the three least important (or least valued) items for both you and the individual from the poor nation. Note the similarities and differences that exist.

	You	Other Individual
Most important items	<ul style="list-style-type: none">• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____
Least important items	<ul style="list-style-type: none">• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____

3. Attempt to explain why there are differences between the two viewpoints.
- _____
- _____
- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 1: Activity 2.

The activity you have just completed should give you some insights into why people may place different values and importance on different things.

Different cultures have different beliefs. Usually beliefs have a long history and tradition. Some nations believe it is important that marriage take place at a relatively early age and that a married couple have many children. The beliefs of another nation may be just the opposite. Societies have beliefs on any number of topics – e.g., marriage, sexual relationships and attitudes, household duties, sicknesses, religion, and sex roles. Beliefs may be deeply rooted in the past and difficult to change.

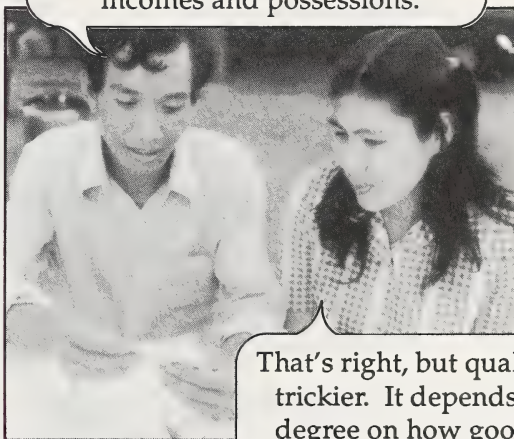
Now that you understand what beliefs and values are, it's time to see if it's as easy to relate these terms to quality of life. Do you think you will have a better and more desirable quality of life if people in a society place great value on large families or small families? What about if economic growth is emphasized? If only boys/men are believed to be capable of working at a particular career/job, will that affect quality of life?

You can see that if people of a nation emphasize large families when they are already overpopulated, they will have a lower standard of living. Some people who emphasize **materialism** will equate large families with a lower quality of life. Others who emphasize achievement of life goals (happiness, freedom, friends, personal satisfaction, and love of family), may not necessarily equate large families with a lower quality of life. In fact, they may do quite the opposite. So, regardless of the differing viewpoints on whether larger families, greater economic growth, or societal **sex roles** increase or decrease quality of life, it is certainly clear that these do affect quality of life in some way.

Materialism: concern for material possessions

Sex roles: what males and females are each responsible for doing in a society

So, in fact, standard of living is easy to judge; just look at people's incomes and possessions.



CIDA

That's right, but quality of life is trickier. It depends in a large degree on how good you feel about the way you live.

By now you have become aware of what beliefs and values are, and through the activities have learned to a certain extent what you value and consider important. What about others? What do they value? What are they concerned with? In a survey called *Project Teen Canada*, 3 600 teenagers between the ages of fifteen and nineteen were asked to answer these questions. The following lists analyse teens' worries, concerns, pleasures, and values. Take a minute to look over the five lists and compare these to your worries, concerns, pleasures, and values.

Worries

The following is a list of things that bother teenagers most.

What I am going to do after school	68%	Boredom	43%
Money	54%	My height or weight	43%
School	50%	Loneliness	35%
Time	48%	Feeling I am not as good as others	29%
My looks	44%	Sex	28%
Wondering about the purpose of life	44%	My parents' marriage	20%

Concerns

Here is a list of concerns that teenagers have. Those with the highest percentage would be considered very serious concerns.

Unemployment	61%	Poverty	33%
Child abuse	50%	Juvenile delinquency	29%
Crime	48%	Divorce	23%
Nuclear war	48%	Racial discrimination	22%
Drugs	46%	Unequal treatment of women	15%
Sexual assault	46%	Lack of Canadian unity	13%
Alcoholism	41%	French/English relations	13%
Suicide	41%		
The economy	37%		
Pollution	37%		

Pleasures

The following shows what brings pleasure to teenagers.

Friendships	74%	Your grandparents	28%
Music	72%	Brother(s)	26%
Boyfriend/girlfriend	55%	Sister(s)	26%
Dating	50%	Your car	22%
Your stereo	47%	Your job	20%
Your mother	46%	School	15%
Sports	44%	Youth groups	11%
Your father	39%	Religion	8%
Television	29%		

Values: things people consider important

Values

Values are things that are important to people. Often they are goals people hope to reach. The following list indicates what teenagers seem to value.

Friendship	91%	Family life	65%
Being loved	87%	Excitement	58%
Freedom	84%	Acceptance of God	41%
Success	78%	Recognition	41%
Comfortable life	75%	Being popular	21%
Privacy	68%		

Important Human Qualities

Here is a list of human qualities that teens admire.

Honesty	85%	Forgiveness	67%
Cleanliness	79%	Politeness	65%
Hard work	69%	Intelligence	63%
Reliability	68%	Imagination	41%

Did some of the results of the *Project Teen Canada* survey surprise you? Perhaps you thought you were the only one who worries about time or the purpose of life. Maybe you were very concerned about unemployment or child abuse but thought no one else cared. Surely you weren't surprised that friendship and music brought a great deal of pleasure to teenagers.

Did you realize that young people aged fifteen to nineteen were so **conservative** in the things they placed high value on – freedom, success, a comfortable life, honesty, hard work, and reliability, to name but a few?

Now that you have thought about what beliefs and values are, what it is that you believe in and value, and what most young people also value, it's time to look at another factor that affects quality of life – the environment.

Conservative: not wanting much change

¹R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World* "What's on your Mind?" Vol. 51, No. 4, December 1985, pp. 16 – 17. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.

The Middle Latitudes

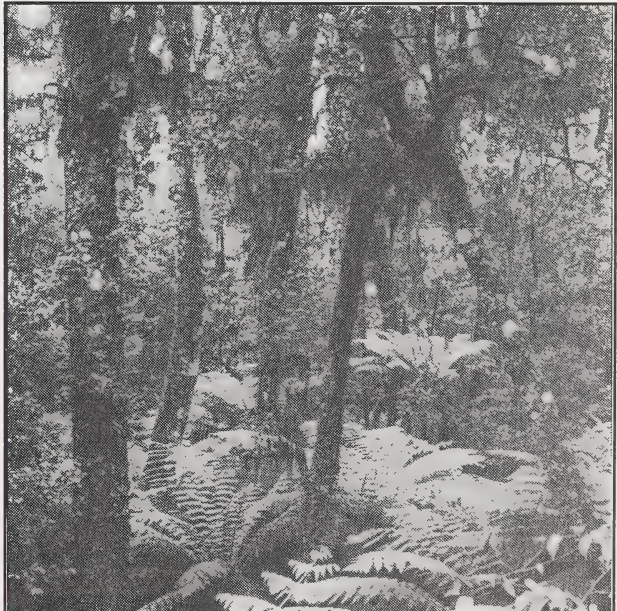
Is this picture typical of western Canada farmland?



CIDA

The Tropical Areas

What kind of activities are there in tropical areas?



Coastal Areas



CIDA How would living by the sea affect your quality of life?



Deserts



CIDA How much life is there in the desert?

Mountainous Areas

How isolated would mountain life be?



The Polar Region

Is this traditional means of transportation in polar regions still used?



The preceding pictures show six different geographical areas. Which areas have the highest standard of living? Which have the best quality of life? If you had pen pals in six different regions like this, you might be surprised as to which were satisfied with the quality of their lives and which were not. It depends a great deal on what they value.

5. What type of area do you live in? What do you enjoy most about the area you live in?

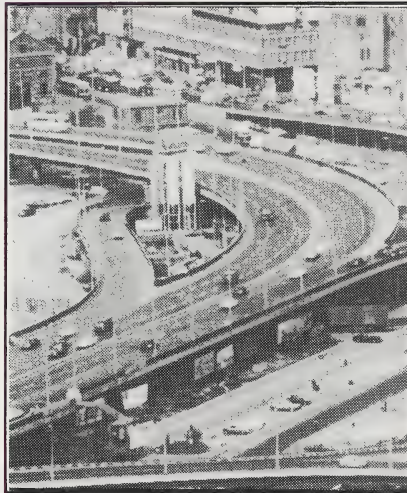
Check your answers by turning to the Appendix, Section 1: Activity 2.

Physical environment: a combination of climatic regions, vegetation zones, and soil zones

Ecology: the science of the relationship between living things and their environments

The pictures you've just looked at concentrate mainly on the **physical environment**. Human environment includes the living forms that make up an **ecological community**.

A Modern City



CIDA

Farming in the Third World



CIDA

City Life in the Third World

Could this scene be found in a city in Canada?



UNESCO

Rural: of the country

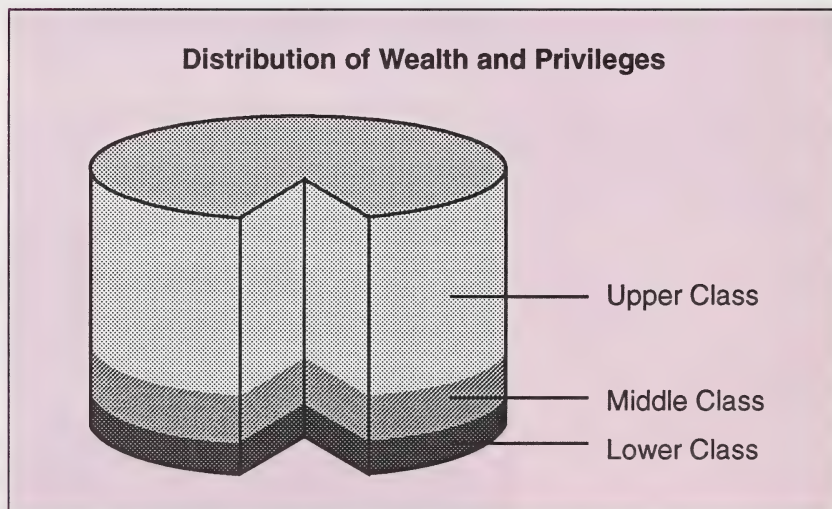
Most people would probably agree that the more resources available, the greater the chance will be of improving quality of life. But look back at the last set of pictures. Could you say that quality of life is definitely better in the city than in the **rural** areas? Not necessarily! Examine the following chart.

Life in the City	
Advantages	Disadvantages
<ul style="list-style-type: none"> • greater use of technology • more jobs • more services available • quick spread of ideas • quick spread of innovations 	<ul style="list-style-type: none"> • pollution • high crime rate • poor relations with neighbours • loss of peace of mind

Urban: of the city

You might conclude that the quality of life of the rural inhabitant would be better than that of the **urban** dweller.

Social Structure



This cake graph typifies social stratification. People in the upper class, although usually the smallest in number, get the biggest chunk of the cake. They have the greatest wealth. They also get the most privileges and extras (the fruit and most of the icing). See if you can determine differences that exist between the upper and lower classes.

6. As you recall from **Module 3: Egalitarianism**, there are many differences between classes. Can you identify several of these? Two have been included to show you how to complete the chart. Now fill in the rest of the chart with other possible areas of difference.

Areas of Difference	Higher Class	Lower Class
education	higher levels of education, e.g., university or college	less education – no post-secondary education
living conditions	sparsely inhabited areas, single-family homes	crowded areas, slums

Check your answers by turning to the Appendix, Section 1: Activity 2.

Social mobility: the movement up or down the social ladder

Social structure cannot be defined simply in terms of wealth, however. In some situations, society is defined in terms of traditional, rigid classes, where **social mobility** is impossible. You are born into a class and live your life in that layer of society. For example, in India, the Brahman group is the highest class (caste) to which one can belong. Brahmans have the privileges and riches associated with their positions. At the other end of the scale are the Untouchables. As the lowest group or caste, they have few privileges, no power, and little wealth. Once again, quality of life would seem to be better as you go up the social ladder.

Government Policies

If the possibility exists for brainstorming in a group setting, do the following activity in that manner. If not, try to complete the activity on your own.

- 7. Think of at least eight ways in which government policies and regulations affect your life and, consequently, the quality of your life. Ask yourself if the government regulations improve or impair (hurt) your quality of life. Place a check in the appropriate space.

Regulation	Effect	
	Improve	Impair

Check your answers by turning to the Appendix, Section 1: Activity 2.

As you can see, one’s quality of life is directly affected by government policies. Sometimes government decisions can affect peoples’ lives dramatically, as the following photographs illustrate.



Hiroshima was destroyed after the United States dropped an atomic bomb on the city on Aug. 6, 1945.



Hitler greatly influenced German youth in the 1930s.

How do you think people in Japan and Germany were affected by the direction their government leaders took?

It is easy to understand that people will live quite differently in a democratic nation than in a **dictatorial nation**. Democracy presumes freedoms, e.g., freedom of speech, religion, movement, and career choice. **You** decide what you want to make of your life. Under a dictatorship, the choice may not be available.

Clearly, there are many ways that government policies can affect the way of life of people within a nation. Quality of life will be changed, sometimes positively and sometimes negatively, as a result of these policies.

Economic Strategies



Private Enterprise

In some countries, **private enterprise**, or capitalism, is encouraged. Such countries generally allow many economic freedoms. The successful business owner is able to hire more workers. There will be more choice for the consumer.

Prices of products in free enterprise economies may be a little higher to allow the business owner to make a profit, though competition generally keeps prices from climbing too high. More often than not, the business owner reinvests profit into the business.

Dictatorial nation: a country in which the government makes most of the decisions for its people without consultation

Private enterprise: a system in which individuals own businesses and make profits for themselves

Public Enterprise

Public enterprise: a system in which the government owns businesses and makes profits

In other countries, **public enterprise** is encouraged or practised. The government will usually dictate whether anyone other than itself will be allowed to sell products and own resources. In that way, the profits do not go to the wealthy business owner but back to the government. The government may either sell a product at a lower price because profit is not a motive, or take the profits and redistribute these back to the people of the nation in various ways – free health care, subsidized day-care centres, and old-age benefits, to name a few.



Types of Economies

Corresponding to the preceding distinctions, these are three basic types of economic systems that countries can use.

Capitalism: system of private enterprise; free enterprise

Planned economy: system of public enterprise, in which the government controls the economy

Private Enterprise	Also known as free enterprise or capitalism , this system allows individuals to own businesses and make profits from others.
Planned Economies	Founded on the basis of public enterprise, planned economies lie at the other end of the spectrum. The government owns the businesses and makes the profits. Communist countries are based on planned economies.
Mixed Economies	Economies that blend the two together are known as mixed economies. They have a combination of some government ownership and some individual enterprise.

8. As a member of your family, you have certain rights and responsibilities. In some families, all household duties are divided up equally. Throughout the week certain jobs are completed. On weekends, a number of others must be done.

Imagine a member of your family was involved in a car accident and was left seriously disabled. One other member is fully capable of doing all the work asked, but is quite irresponsible and lazy. How would these things affect who would do what? Further, as some parents tie allowances to completion of chores, who would get how much for doing what?

Decide in a short paragraph what you would do if you were the parents in this family. Would members of the family get an allowance even if they were not required to do any of the actual work? If they continually refused to work even though it was their responsibility, would you give them any spending money?

[illegible]

Check your answers by turning to the Appendix, Section 1: Activity 2.

In checking the answers in the Appendix, you can see that there are three ways of solving the problem. The methods correspond to the three economic systems explained earlier.

- Did you find that you were prepared to deal with the problem in a way that encourages initiative and self-motivation? Is your motto “Everyone for himself”? In this case, your solution typifies a capitalistic economy. You probably will tie materialism and freedom strongly to your definition of quality of life.
- Did you solve the problem in such a way that everyone got a reasonable allowance and did the work he or she was able to complete? Perhaps, in this case, your solution resembles that of a planned economy. Here there is less emphasis on materialism.
- Did you find that the best solution would be one that was a combination of the other two? A person holding this last viewpoint, similar in economic terms to a mixed economy, would see quality of life as a blend between materialism and achievement of life goals.

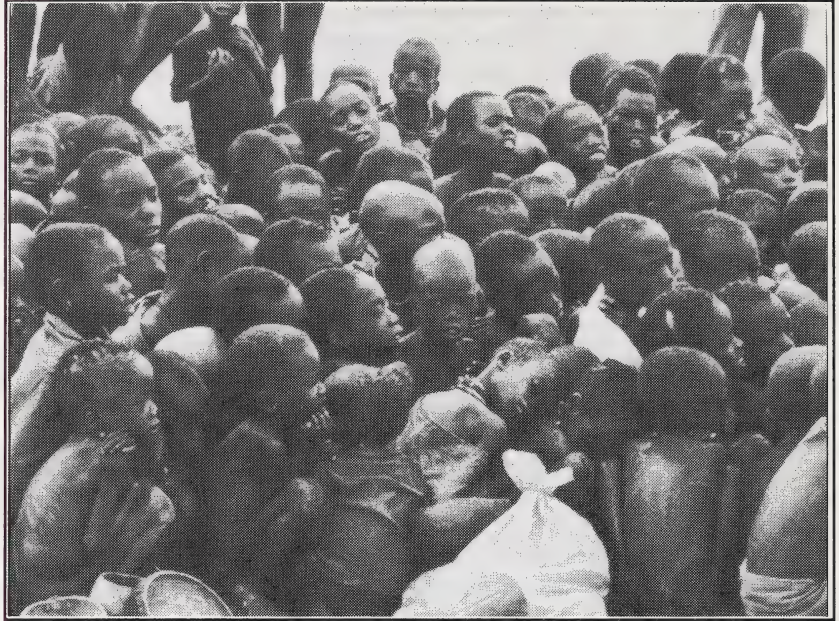
Food, Health, and Literacy

Food



Is this you? Do you consume large quantities of hamburgers, pizzas, and tacos as well as your regular meals at home?

How would these children feel about rich western nations?



UNICEF

Children in Uganda often suffer from famine.

Do you sometimes stop to think about the other people of the world – the ones who have very little food, are in poor health, and have next to no education? It is something that is terribly difficult to do – to put yourself in their shoes. But you must understand that food, health, and literacy do have great impact on your quality of life.

Traditionally, in poor countries it is the women and children who get the least amount of food. The problem of food supply is further aggravated by the fact that some of the poorest countries also have some of the largest population increases. There is no simple solution to this problem. It is one that is a blend of many problems which must be acted upon together.

Life Expectancy

Life expectancy: the average age to which people live (in Canada, seventy-four years)

In a number of poorer nations, **life expectancy** may range between thirty and fifty years. People of such nations lack adequate food and proper nutrition. There is also a problem with sanitation, and diseases abound in these regions. Infant mortality rate (children dying before age five) is ten times higher than it is in richer nations.

Would you say that these people have a poorer quality of life than we do?



CIDA A decreasing infant mortality rate and better health care and environmental conditions are contributing to a longer life expectancy.

As long as people wash their clothes in rivers, and drink contaminated water, diseases and poor health will continue. Education and an increased standard of living could change people's lives drastically.

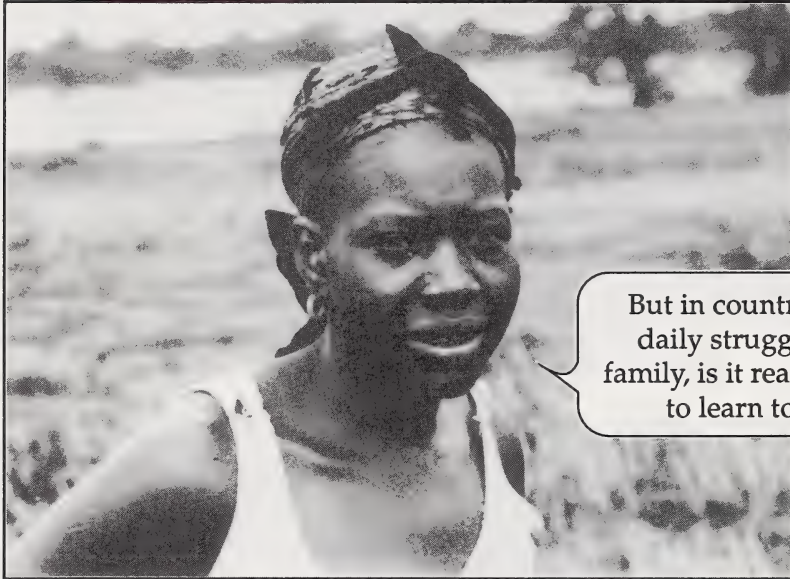


CIDA Some Kenyans relied on infested rivers for their water supply and suffered from bilharzia (a tropical parasite disease).

Literacy: ability to read and write

Literacy

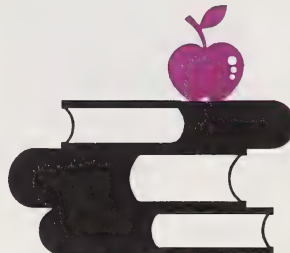
Literacy is the ability to read and write. In the poorer nations, women face a much greater problem with illiteracy than men do. Whenever a family cannot afford to send all their children to be educated, invariably boys will be chosen first. Illiterate women will generally have more children than educated or literate women, thereby creating additional pressures on population, and hence, food problems.



But in countries where there is a daily struggle just to feed your family, is it realistic to expect people to learn to read and write?

CIDA

Questions of food, health, and literacy affect not only standard of living but also quality of life. Generally speaking, those in the richer countries, who have an adequate food supply, are in good health, and are by and large literate, will have a relatively good quality of life and a high standard of living. Those in the poor nations, with their problems of food supply, health, and literacy, will have a low standard of living and comparatively low quality of life.



9. Make a list of some of the things that are done normally in our society to keep us healthy. The first is done as an example.

- wash hands before eating _____
- _____
- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 1: Activity 2.

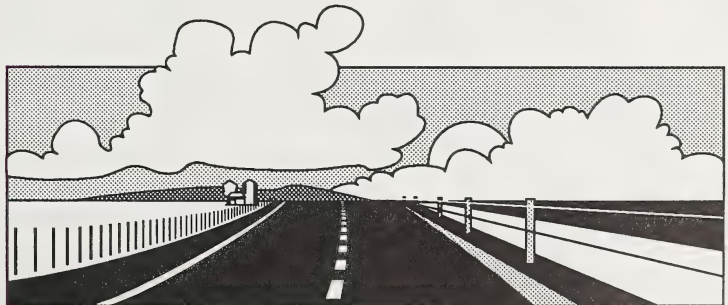
Resources and Technology

Resource: a natural source of wealth

Technology: the use of science for a practical purpose

A **resource** is a natural source of wealth or revenue. For example, oil, forests, fish, and minerals would all be considered resources. **Technology** is a term that implies the elimination of manual operations resulting in increased production by way of machines.

It seems logical that those countries or regions within countries that have many resources and are technologically advanced would have a comparatively high standard of living, and this would probably influence the quality of life. Without adequate resources and technology, a nation or region is left facing the basic needs and wants of its people unaided; therefore, the living standard and the quality of life will be low.



10. Look at the following photographs which illustrate traditional and industrial methods of farming. In the chart provided, list the advantages and disadvantages of each method of agricultural production.

Method of Production	Advantages	Disadvantages
Mechanical or Industrialized		
Simple or Traditional		

Check your answers by turning to the Appendix, Section 1: Activity 2.



CIDA Traditional methods of farming are used in most Third World nations.



CIDA Farming in the industrialized nations is big business.

Demography

Demography is the study of human populations that looks at such variables as population density, size, life expectancy, and other vital statistics.



CIDA What effects does rapid urban growth have on the demography of a nation?

Read the following conversation among three high school students and see if you understand how demography can affect one's quality of life.

The Rats

Social
Studies

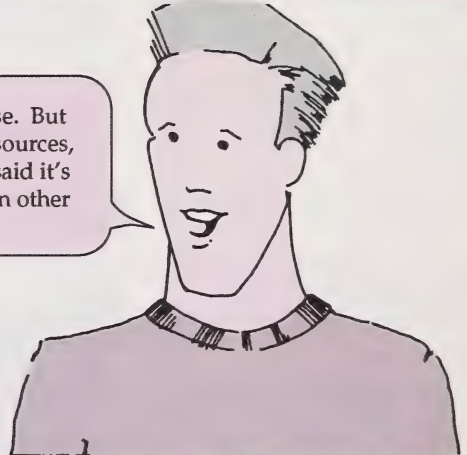
That was an interesting social class for a change. I managed to stay awake for the whole class.

Wasn't that gross about the rats! Can you imagine that if you put enough rats together in a small area, the mother will no longer take care of her young and the rats will soon start eating each other.

I can see its being true, though. Look at people. It's the same. Last year when I went to the exhibition with the other 100 000 people, I started to get edgy, pushy, and down-right mean and nasty.




Now that may not be a problem for us who have everything else. But imagine combining that crowding factor with little food, few resources, and a low standard of living. Mr. Lacombe was right when he said it's difficult for us to imagine what life can be like for poor people in other parts of the world.



It gives me a queasy feeling in my stomach every time I think about those unfortunate people with all their diseases, malnutrition, and short life expectancy; and it's even worse when you think that many of those nations are actually going backward, not progressing. What kind of future do those people have?




The weird thing is that so many children die so young and yet parents keep having lots of kids. The parents want to be sure there is someone to take care of them in their old age.




At least if they were educated they could solve their problems, but many don't even see that there is a problem. Their parents, grandparents, and great-grandparents have always lived that way and it's good enough for them.

Well, I don't know if education is the only answer, but, I think something should be done for those people. After all, we all live in this world together. Shouldn't we help our fellow human beings? We just can't turn a blind eye to this sort of thing.



You're right. But what can we do? Isn't it politicians and scientists who should take care of that? Anyway, it's getting late. I'm supposed to meet Gary at his house. Then we're going to the mall to buy a few things and check out the girls.

Yeah. I've got my own problems. If I miss one more football practice I'm off the team. I'd better move.



But, but ... O.K. ... I guess I'll see you guys tomorrow.

To summarize, the standard of living and quality of life will generally be low in a country that has the following conditions:

- high population density
- high infant mortality rate
- high birthrate
- high death rate
- low life expectancy
- low level of literacy

Conversely, you will generally find a high living standard in nations where the infant mortality rate is lower, literacy rate is higher, birth- and death rates are both lower, and population density is low.

11. How could you describe the demography of the area where you live? Briefly discuss the various demographic conditions that influence your standard of living.

Check your answers by turning to the Appendix, Section 1: Activity 2.

Role-playing

A role-playing situation is one where you can act out the role of a person who normally thinks or acts differently from the way you do. What follows is an example of a story where two different viewpoints are presented. Playing the part of one or the other would give you an idea of how each person would actually think.

When you've read the dialogue, ask yourself if you could take the viewpoints of each speaker and play that person's role in another dialogue. If you think you could, you're ready for a role-playing activity.

Miss Brown is the president of the student's council. The council supports the idea of an arcade being part of the nearby mall.

Mr. Smith is a local citizen who is concerned about the problems associated with such a facility. He is opposed to the arcade being in the neighbourhood.



Miss Brown



Mr. Smith

Miss Brown:

I know you're concerned, Mr. Smith, and I can appreciate that, but the majority of students at the school support the idea of having an arcade close to school. They'd like the opportunity to play electronic games at noon. Having the arcade at the neighbourhood mall would mean that the kids would not need to drive to the arcade across town.

Mr. Smith:

I don't agree with you, Miss Brown. I believe that easy availability will mean more people will waste time and loiter in the mall. This is only a money-making project for the owner. As well, elementary students will be introduced to these things needlessly. The place will become a magnet for crime.

Miss Brown:

I understand your concern, Mr. Smith, but many of these concerns have been addressed. The management is imposing a minimum age of fifteen for entry, and they will be closing at six o'clock on weekdays. There will also be a ten-person limit during school hours. As for the crime aspect, there is a police office right in the mall. The constables should be able to deal with any problems that may arise.

Mr. Smith:

But don't you see the moral aspects, Miss Brown? You are encouraging the standards of this community to drop. Does that not weigh on your conscience?

12. Now that you have experienced a role-playing situation, think back to the problem of high population density in some countries. See if you can put yourself right into the shoes of a citizen of one of these nations. Write a paragraph explaining why your people continue to have so many children and describe what it is like to live in so crowded a place.

Remember, these are not your own views, but the views of the person whose role you're playing.

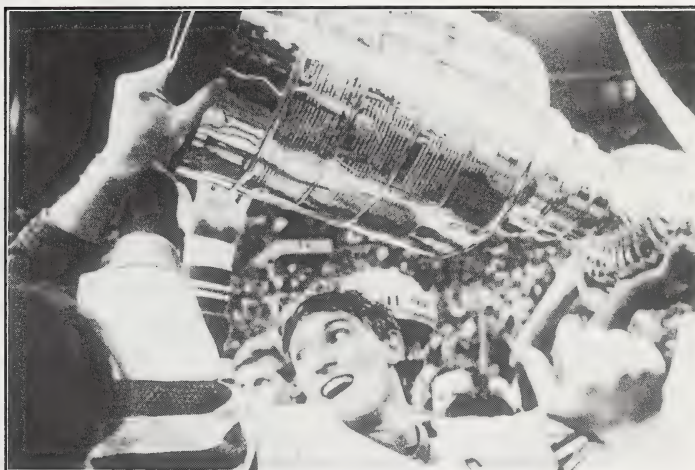
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Check your answers by turning to the Appendix, Section 1: Activity 2.

Aspirations of People

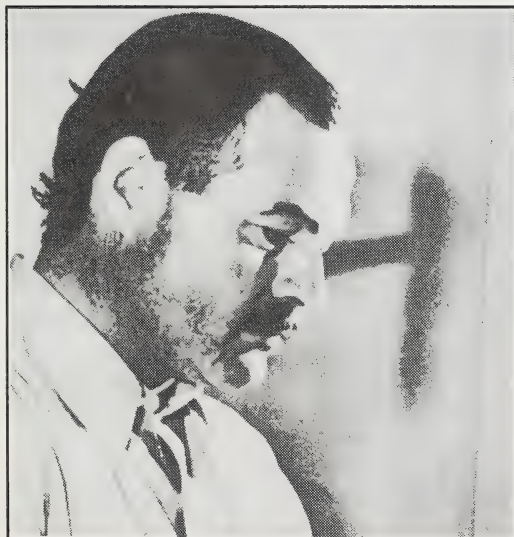
What are your aspirations? What do you hope to do with your future? Some high school students have visions of becoming famous musicians like the Rolling Stones, or famous sports figures like Wayne Gretzky or Stephanie Graaf. Others have talent in different areas and would like to be a famous Pulitzer and Nobel Prize winner writer like Ernest Hemingway, who wrote *The Old Man and the Sea*. Perhaps working like Mahatma Gandhi or Mother Teresa towards a better and more peaceful world is your ambition.

Wayne Gretzky

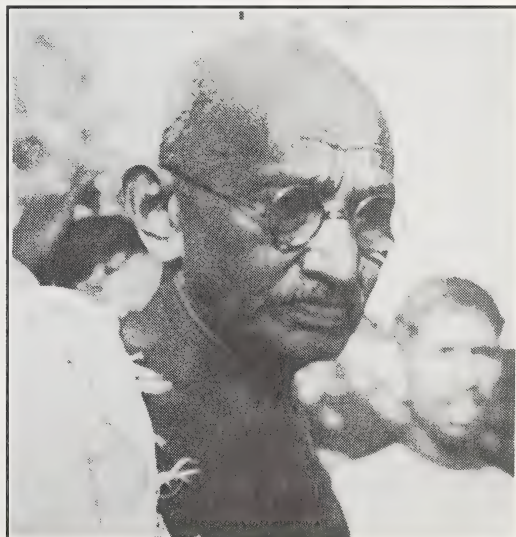


WESTFILE INC.

Ernest Hemingway

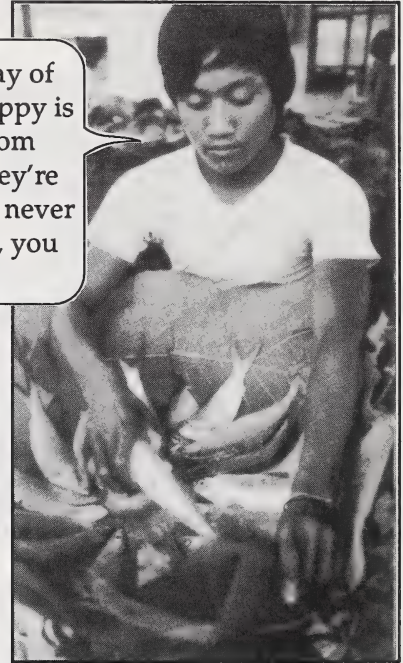


Mahatma Gandhi

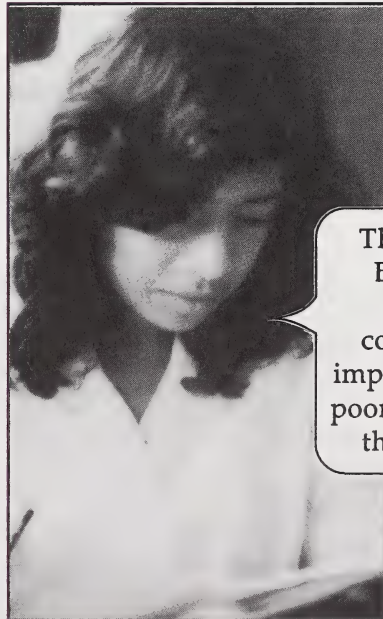


Whatever the case, most people have goals they set for themselves and role models they would like to copy or imitate. It is difficult, however, for people who spend most of their day meeting their basic needs to want to look ahead much to the future. They live one day at a time. There is little choice in the matter. Aspirations and goals must be put on the back burner until living standards improve and more leisure time is found for such things. Consequently, quality of life for people of the poorer nations does not improve much.

I suppose one way of keeping people happy is to keep them from knowing what they're missing. If you've never had it – or seen it, you can't miss it.



CIDA



CIDA

That sounds rather selfish. Besides, in these days of worldwide mass communication it's all but impossible to keep the world's poor ignorant of the riches that the wealthy nations enjoy.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help

Here is a review of the basic ideas in this section.

- Quality of life is a term that is difficult to define. It means different things to different people. There are two aspects to quality of life:
 - material wealth
 - achievement of life goals (happiness, freedom, personal satisfaction, love of families and friends)
- Quality of life is different from standard of living. Standard of living would denote how rich or poor you are. Quality of life shows how happy you are with your life regardless of whether you are rich or poor. Nevertheless, many people feel that the richer your lifestyle, the higher your quality of life.
- There are many factors that affect quality of life.

Quality of Life Factors	
Beliefs and Values	Food and Health
Environment	Resources and Technology
Social Structures	Demography
Government Policies	Aspirations of People
Economic Policies	Literacy

Each of these factors was looked at in terms of its relationship to quality of life. Some factors lead to a better quality of life and some lead to a poorer quality. For example, people who have an ample food supply, good health, and high literacy will have a better quality of life than those who don't have these things. Some factors, such as government policies and economic strategies, represent different viewpoints and values; here it is more difficult to decide just what will give you a better quality of life.

- Finally, you must be aware that your viewpoint reflects our culture and what our society values. Other nations may not hold the same values and will therefore have a different perspective on what a good quality of life is.

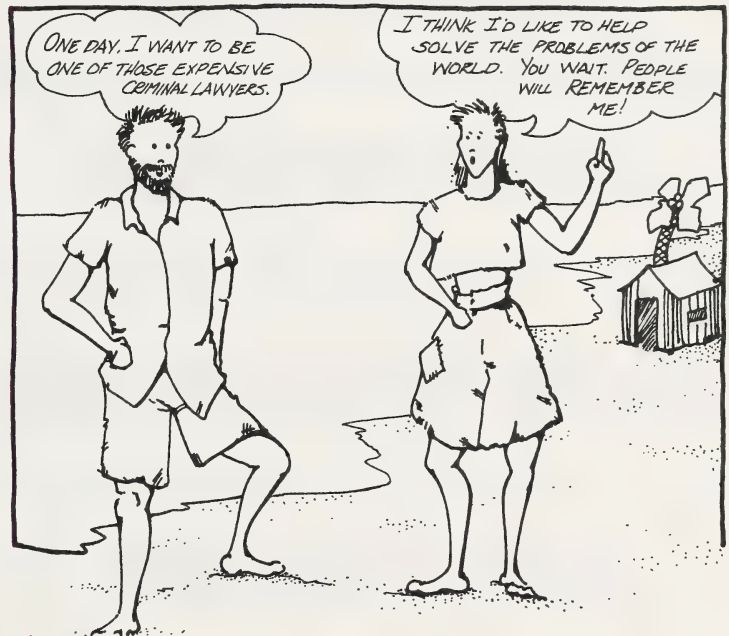
After you have analysed the factors which affect quality of life, answer the following true-or-false questions by putting a T or F in each blank. Your answers may vary depending on your viewpoint.

- _____ 1. Quality of life and standard of living mean the same thing.
- _____ 2. Both beliefs and values affect quality of life.
- _____ 3. An urban environment usually means a higher standard of living.
- _____ 4. The Untouchables in India have a better lifestyle than the Brahmins.
- _____ 5. Dictatorial governments give more freedoms than democratic governments and, consequently, there is a higher standard of living in nations with dictatorships.
- _____ 6. Capitalism and planned economies are different economic systems.
- _____ 7. Women generally have a higher literacy rate in poorer nations than they do in richer nations.
- _____ 8. If a country has many resources, its people will have a relatively high standard of living as well as a good quality of life.
- _____ 9. Countries that have high birthrates and high death rates generally tend to be poor.
- _____ 10. If you must spend most of your daily life meeting your basic needs, your goals and aspirations will probably be different from those of people who have more leisure time.

Check your answers by turning to the Appendix, Section 1: Extra Help.

Enrichment

An example of the relationship between aspirations of people, environment, and quality of life is shown here.



1. Now it's your turn! Draw a cartoon that shows a positive relationship between quality of life and any one of the nine factors studied in Section 1:

- beliefs and values
- economic strategies
- environment
- food, health, and literacy
- social structures
- technology and resources
- government policy
- demography
- aspirations of people

Your Cartoon



2. Some people live their lives according to a slogan or catchphrase. For example, people who do not consider their future important live their lives according to the slogan,

Live for today for tomorrow you die.

Some others, who do not consider the past important, may have as a slogan,

Today is the first day of the rest of your life.

Others, who see themselves as a tiny part of the universe and therefore as unimportant and small, may use a catchphrase like,

The world is an ocean and we are but droplets of water.

Materialists would live their lives according to the slogan,

Money makes the world go round.

As you can see, there are many catchphrases to describe what you consider important .

Come up with two phrases that could reflect the way you feel about quality of life. What counts most in your life?

Check your answers by turning to the Appendix, Section 1: Enrichment.

Conclusion

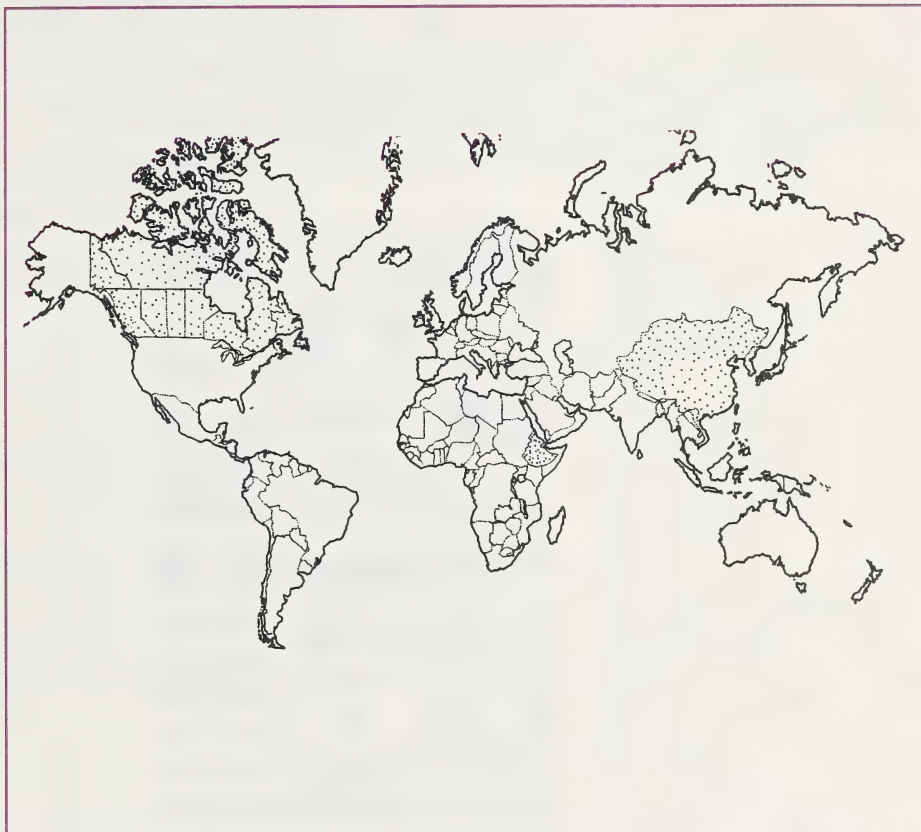
Many factors affect quality of life. These various factors will mean that people will see quality of life from different perspectives, and, consequently, have a slightly different version of what constitutes a good quality of life.



Assignment
Booklet

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.



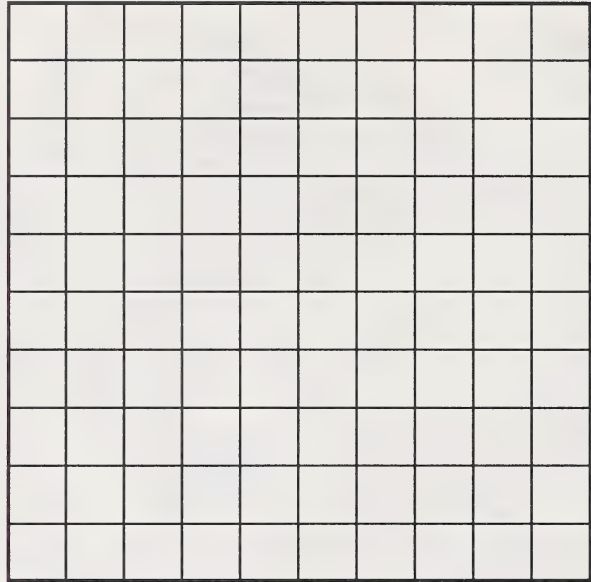
If you understand what factors affect quality of life, can you think of another country where you would rather live? Through case studies, you will compare the quality of life in three countries: Canada, Ethiopia, and China.

The purpose of this section is to show you that each nation has a differing viewpoint on what constitutes a good quality of life. It will also show how each has different values as well as different levels of development.

You will compare the three nations and look at different perspectives that are possible within each.

Activity 1: Canada

1. Make up a word-search puzzle using at least twelve words that come to mind when you think of Canada and Canadians. Fill in the remaining spaces with assorted letters. If you like, give it to someone to complete.



WORD LIST:

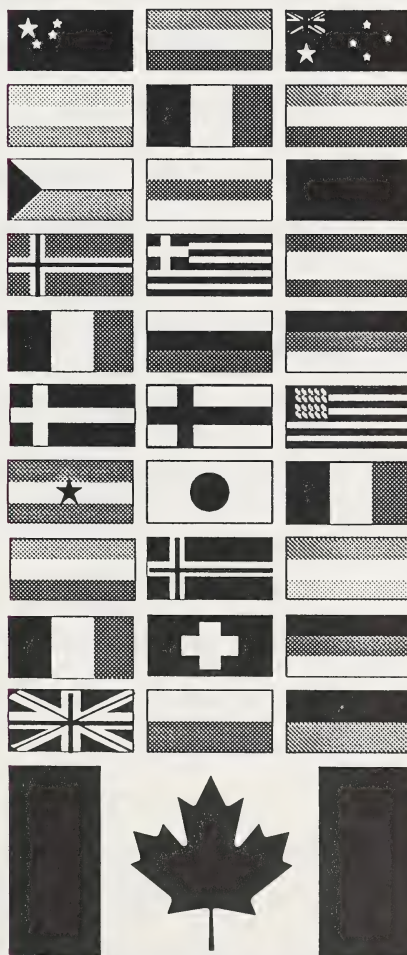
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Check your answers by turning to the Appendix, Section 2: Activity 1.

Multicultural: containing many different ethnic backgrounds

What words did you use? Were there such words as big, northern, cold, snow, and mountains to describe the country? Did you use words like friendly, peaceful, hospitable, **multicultural**, varied, and easygoing to describe the people?

Look at Canada's national anthem as it appears here. Why do you think the artist included one large Canadian flag and so many smaller flags from other nations? Do you think that people should be encouraged to express their various ethnic heritages or should we all be encouraged to assimilate into one culture?



O Canada!
Our home and
native land!
True patriot
love
in all thy sons
command.
With glowing
hearts
we see thee
rise,
The True North
strong and
free!
From far and
wide,
O Canada,
we stand on
guard for thee.
God keep
our land
glorious and
free!
O Canada,
we stand on
guard for thee.
O Canada,
we stand on
guard for thee.

You should remember much about the politics and economics of Canada from your previous studies. This case study will examine **quality of life** in Canada.



2. Have you ever conducted a survey? Here's your chance. Some of you may have limited access to individuals to survey, but the greater your sampling, the more interesting and reliable the results will be. If you are in a classroom setting, you may have a better opportunity for an increased number of responses. Teleconferencing is an exciting way of completing this activity. Ask your learning facilitator how to use this option. If you are at home, you may interview your family members or friends.

Following are six questions you can use in your survey. Feel free to add up to four more questions. Review the nine factors studied in the previous section to help you come up with appropriate questions.

- What do Canadians believe in and strongly value?
- Does the environment affect you? How?
- Do you notice class differences (upper, middle, and lower)?
- Give an example of how the government affects you. Generally, does it increase or decrease your quality of life?
- How does Canada compare with other nations in terms of food, health, and literacy?
- Do you consider Canada relatively rich in resources and technology?

Now think up four more questions of your own.

- _____

- _____

- _____

- _____

3. Once you have surveyed what you consider to be an appropriate number of people, depending on what kind of setting you find yourself in, look over the answers. Although it may be difficult to generalize, what were some of the most common responses to the following points?

Keep in mind differences in responses as well. You will be asked to do an assignment dealing with this topic at the end of Section 2.

a. Canadian beliefs and values:

b. Canadian environment:

c. Canadian class structure:

d. Canadian government and its effects:

e. Canadian food, literacy, and health:

f. Canadian resources and technology:

g. Other areas:

4. From the previous information, make a general comment regarding standard of living and quality of life in Canada.

Check your answers by turning to the Appendix, Section 2: Activity 1.

Quality of Life in Canada

Did some of the results of your survey surprise you? Do you find that Canadians generally regard their quality of life and standard of living positively and with optimism about the future? Do you?

Did the factors examined reflect the general makeup of Canadian society?

The majority of Canadians are of European descent. As such, they are also mainly Roman Catholics or of any number of Protestant **denominations**. What beliefs and values would they have that others may not have?

Because Canada is geographically the world’s second-largest country, it is tremendously varied. There are mountains, plains, forests, drylands – almost every environment imaginable. How would that be reflected in your results?

Denominations: types of religions

Confederation: Canada's becoming a nation

Socialism: an economic system based on public enterprise

Communism: a form of socialism based on the ideas of Karl Marx and V. I. Lenin

Malnutrition: inadequate nourishment

Birthrate: number of births per 1000 people per year

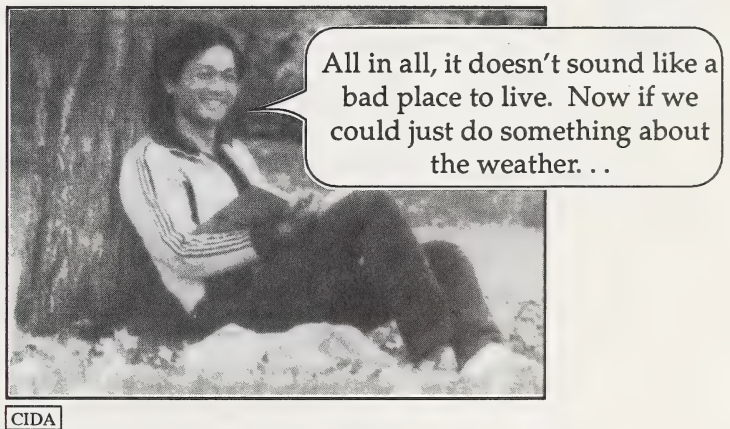
Death rate: number of deaths per 1000 people per year

As an industrialized nation, the middle class is very large in Canada. The social stratification (upper, lower, and middle classes) that occurred in the past is not as noticeable within our country as it is in many others.

In Canada, the government has changed very little since **Confederation**. There has always been a good deal of capitalism, or free enterprise, in our nation. We have never leaned much towards **socialism** or **communism** as some European and Asian nations have. Our freedoms have always been highly valued – freedom of speech, freedom of movement, freedom of association, and freedom of the press, to name a few.

Canadians enjoy one of the highest literacy rates in the world. Food is not a problem. We can import what we need and are one of the few exporters of grains. **Malnutrition** is also not the problem it is in other regions of the world. Canadians are generally healthy, and infant mortality is low. The **birthrate** is relatively low and the **death rate** is low; high population growth is not a problem.

As an advanced, industrialized nation, we not only have ample resources but also have the technological ability to utilize these resources.



Did the result of your survey reflect all of this information regarding Canada and Canadians?

You should be aware that it is difficult to speak about Canada in general terms. There is a great deal of diversity within Canada as well as within each of the other two countries you will analyse – China and Ethiopia.

Activity 2: China

The One-Child Policy

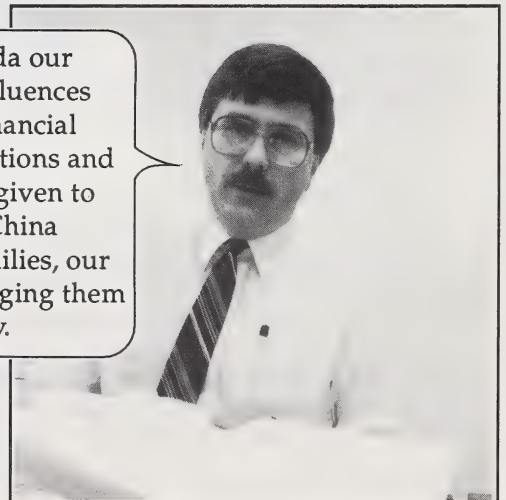
In 1979, China embarked on a controversial birth-control campaign. With a population close to one billion at that time, something had to be done. The government strongly urged the Chinese people to put aside their old belief that the larger one's family, the better-off one is. The one-child policy put into effect in some parts of China included

- higher pensions
- better housing
- free medical care
- monthly wage bonuses for those who followed the government directive
- the child getting free schooling
- the child being guaranteed a job

If a couple has a second child, the benefits do not apply, and benefits already received must be returned. If a couple has a third child, the government may even reduce the couple's wages by 10 percent. There is a certain amount of flexibility for twins, handicapped children, those parents who remarry, and other special circumstances.

One result of China's one-child-per-family policy was baby girls' being killed because of the deeply rooted cultural preference for boys. Traditionally, the boys helped on the farms and the girls were considered an economic burden. As a result, in one village forty female babies in a two-year period, it was discovered, had been drowned. In another, out of eight babies born in 1980, three boys survived. Three of the five girls had been drowned, and the other two girls had been abandoned. China now has 106 men to every one hundred women. This may lead to social problems in the near future.

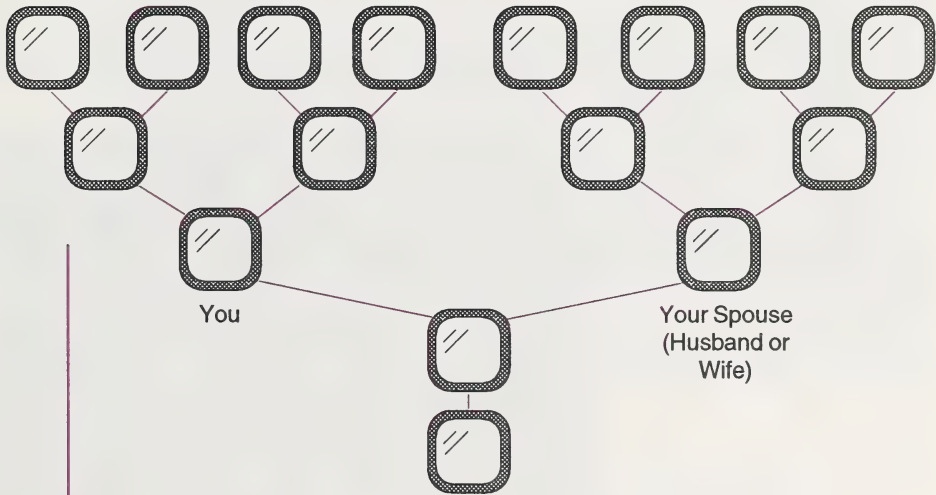
Of course in Canada our government also influences family size with financial incentives. Tax deductions and small payments are given to parents. Where China discourages large families, our government is encouraging them in a small way.



1. Imagine yourself living in a nation where all families have no more than one child. Why would this have a major effect on the size of the population over fifty years or so? A way to visualize the change is to make a chart like the one that follows. Your space and your spouse's space are marked. Label the remaining spaces with the following family members:

- the grandparents
- the parents
- your child
- your grandchild

You may wish to colour-code or shade the various spaces to make your chart easier to understand.



2. Look at what has happened in five generations, on one side of a family, as your child would see it (the preceding diagram).

- a. How many people were in the grandparents' group?
- _____
- b. What is the number in the grandchild's group?
- _____

c. Why is the one-child policy so popular with the Chinese leaders?

Check your answers by turning to the Appendix, Section 2: Activity 2.

The Chinese Population Problem

Population growth: rate at which the population grows

Obviously there's a big difference between the **population growth** of a nation like this and one where there are no restrictions on family size. In 1984 China's population surpassed the billion mark (one out of every five people in the world lives in China). It seemed essential that the government do something about a problem that affects everyone in the nation to such a large extent.

How would living in such a crowded environment affect people?



But how effective has China's one-child policy been? It certainly seemed to have been less effective in recent years than when it was begun in 1979. When a nation's religion and culture encourages large families, it is difficult to change such beliefs and values quickly.

It has also proven to be a policy that is difficult to enforce. Further, when laws governing the sale of farm produce were relaxed in 1979, many farmers stopped caring about the official government policy on population growth. They wanted a few children to help work in the fields. The one-child policy met its greatest resistance in the rural areas, where 80 percent of the Chinese people live.

It now seems that only one-quarter of couples signed the one-child pledge. The policy has been only partly successful. The country with the largest population in the world will continue to grow, though at a reduced rate.

The one-child policy was officially ended in 1989. However, the government still unofficially encourages the practice. How would Canadian families react to a policy like this? Does it infringe on basic rights?

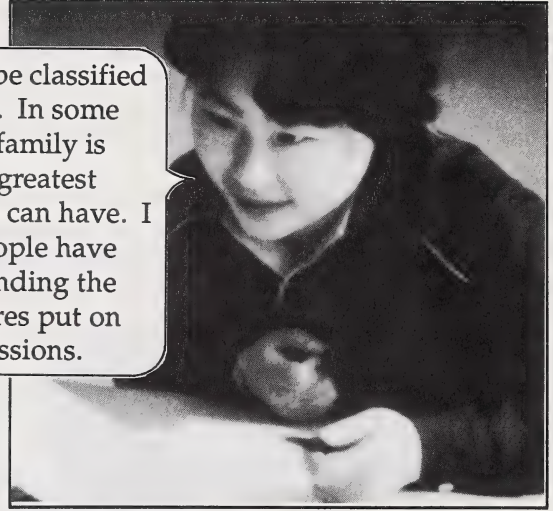


CIDA A farmer sells surplus vegetables at a free market.

Analysing the one-child policy gives a look into a number of factors that determine quality of life. Prior to 1979, with the population increasing unchecked, the standard of living in China was declining. Food production, housing, education, industrial production, and health care could not keep up with the ever-expanding population. The Chinese belief in large families was affecting the standard of living. The one-child policy, however, has gone some way toward improving the situation.

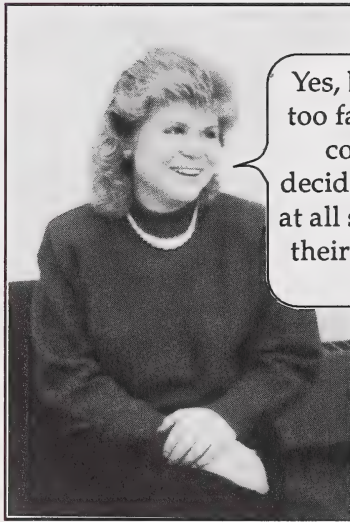
The policy has slightly reduced population growth, and in turn, food, health, literacy rate, resources, and technology have all been affected.

I guess wealth can be classified in different ways. In some cultures a large family is considered the greatest possession a person can have. I suppose such people have trouble understanding the value other cultures put on material possessions.



CIDA

Yes, but maybe we're going too far the other way. Many couples in Canada are deciding not to have children at all so that they can enjoy to their fullest their career and their wealth.



3. Laws aimed at restricting people's right to have children have always been controversial. Many people think that the right to choose family size is fundamental and sacred; government should not tamper with it. Others believe that in countries like China such laws are necessary if human beings are to attain any decent quality of life.

What are your views? Take a position on this issue – for or against – and argue your views in a well-organized, clearly-presented answer of one or two paragraphs.

[illegible]

Check your answers by turning to the Appendix, Section 2: Activity 2.

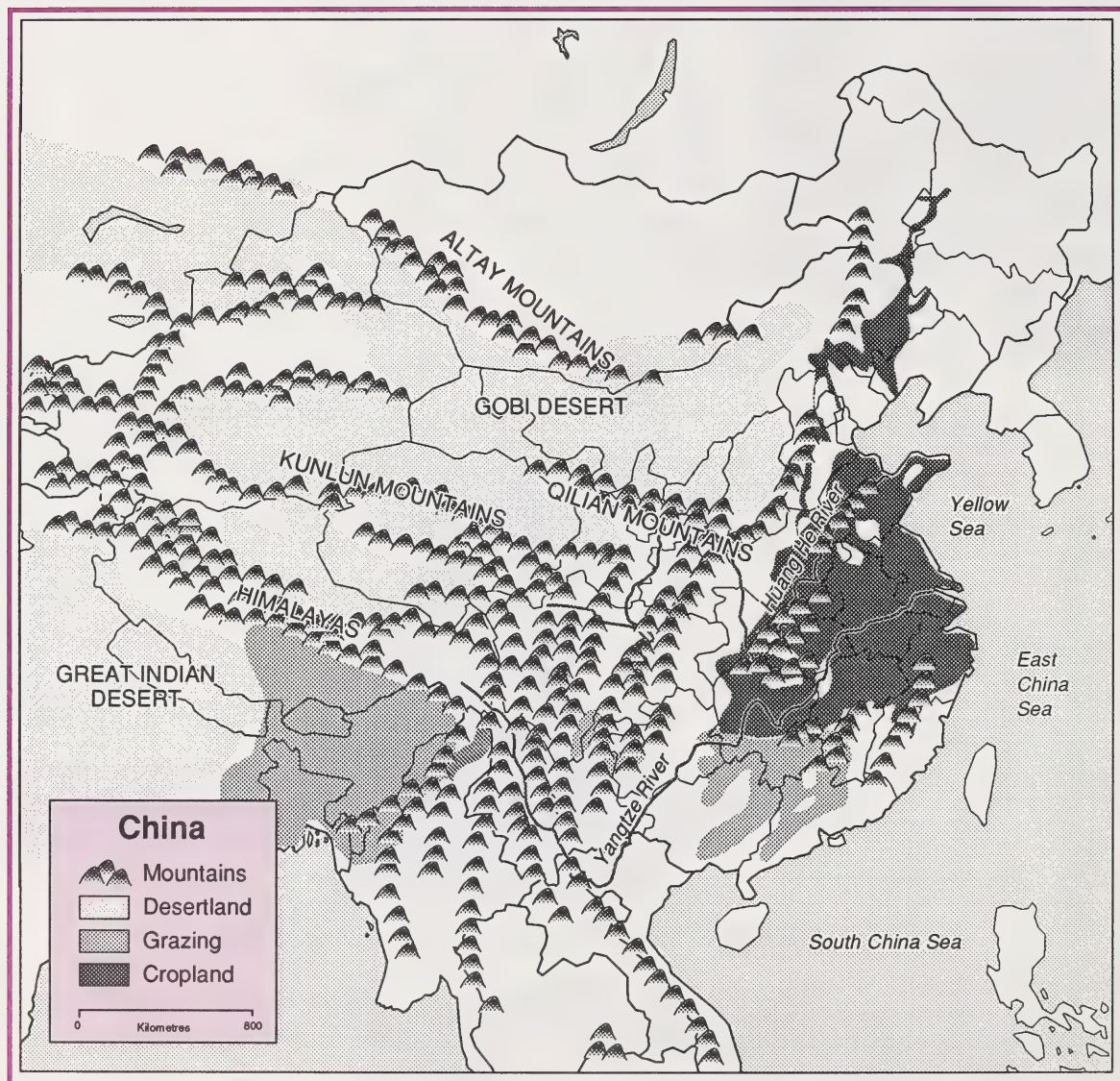
Other Factors Affecting Chinese Quality of Life

Other than the obvious and much-discussed government policy of one child per family, what other factors affect quality of life in China?

Environment

Environment plays a major role in affecting quality of life. China is a large country – only slightly smaller than Canada – but the geography consists chiefly of mountains and deserts. Consequently, most of the people are concentrated in the southern and eastern areas of the country, and these areas are overcrowded.

Geography of China



As you have seen in Section 1, environment affects standard of living directly. In the northern and western areas of China, where the land is dry and hilly, the standard of living is low. The living standard is a little higher in other areas.

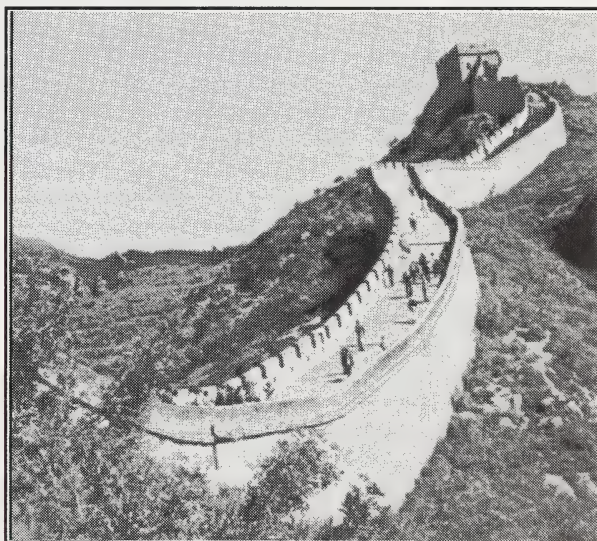


CIDA For centuries, the Yangtze River has been the navigation route between many major cities in China.

Social Structure

For over two thousand years there was little change in China. **Confucius** had taught the people to resist change. The Great Wall was built to keep invaders out.

Confucius: a Chinese philosopher who lived from 551 to 479 B.C.



The Great Wall of China, about 2415 km long, over 6 m high and 4.5 m wide, was built to protect the rugged and sparsely populated areas of the north and east.

The picture that follows shows a typical upper-class family in China from the period around 500 B.C. It was considered degrading for the wealthy class to indulge in manual labour. Many wore long robes and grew their fingernails long to show that they didn't need to work. In this two thousand-year period – until the mid-twentieth century – social structure determined who would have a comfortable lifestyle (and, perhaps, good quality of life) and who wouldn't.

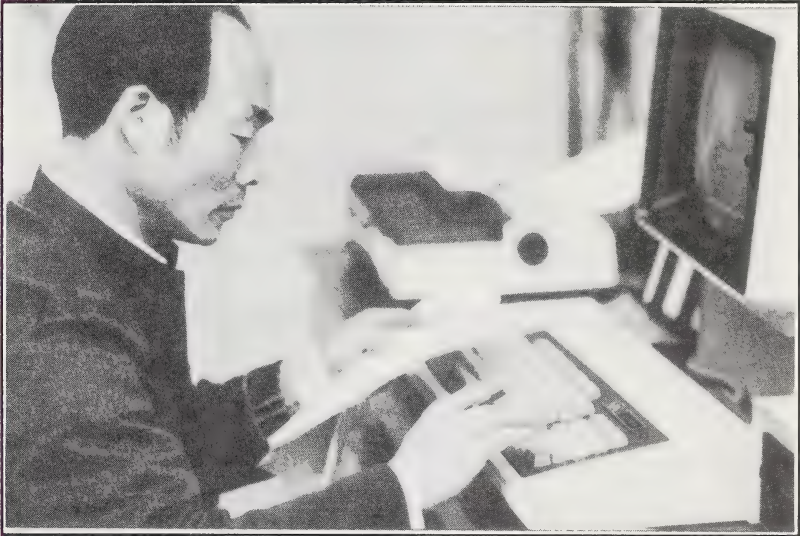


Upper-class families in earlier days in China lived in luxury.

In 1949, the Communists, under the leadership of Mao-Tse-Tung, took over mainland China. Officially, they called their country the People's Republic of China. Social structure changed after that political overthrow. Everyone was now regarded as equal. Class differences were supposedly eliminated. The standard of living of the rich was greatly reduced, and, conversely, that of the poor increased, as the wealth of the rich was redistributed through the entire population.

China’s Future

Now that you’ve looked at how a number of factors affect standard of living and quality of life in China, it’s time to look at what the future holds in store for China. The country has many natural resources, and with over one billion people, it has the world’s largest single market at home. It has begun to trade with many nations of the world rather than concentrating entirely on other communist countries. If it becomes industrially and technologically advanced, China could replace Japan as the world’s leading economic power in the not-too-distant future. It is indeed *the sleeping giant*.



CIDA CIDA is providing assistance for technological training in China.

4. Imagine yourself absolute dictator of China. List the first five laws you would pass to try to solve your country’s population problem and increase your people’s standard of living and quality of life.
- _____

 - _____

- _____

- _____

- _____

Check your answers by turning to the Appendix, Section 2: Activity 2.

Activity 3: Ethiopia

1. What do you know about Ethiopia? Have you ever heard of the country occasionally referred to as the Hidden Empire? Take the following pretest to give yourself an indication of your knowledge of this third case study.

- a. In which continent is Ethiopia situated?

- b. In which part of that continent is it located (north, south, east, or west)?

- c. What is the country's physical environment generally like?

- d. Briefly describe the people of Ethiopia.

- e. What event put this country in the international spotlight in the early 1980s?

- f. What kind of government does Ethiopia have?

- g. Who ruled Ethiopia for fifty-eight years until 1974?

- h. What area south of the Sahara Desert is slowly becoming a desert also?

- i. What is resettlement?

- j. Where is Eritrea?

Check your answers by turning to the Appendix, Section 2: Activity 3.

How many answers did you get right? Where are you on the following scale?

- | | |
|--------|--|
| 0 – 2 | Below average. But don't worry; you'll soon know more. |
| 3 – 5 | Average. Most people would have had difficulty answering more than this. |
| 6 – 8 | Very good! Your understanding of the international scene is much better than most people's. |
| 9 – 10 | Exceptional! If you got only one wrong without any help, you probably don't need to go through Activity 3. You undoubtedly know more than what will be presented here. |

Ethiopia's Geography

By checking over the answers to the pretest, you've already acquired an idea of the terms and regions that are important in this case study. Throughout Activity 3, keep in mind that Ethiopia is classified as one of the twenty-nine least-developed countries of the world; and as you read, try to determine why the standard of living is as low as it is. Also, see if there are any connections between the very low standard of living in Ethiopia and the people's quality of life. Remember, the two do not necessarily have to be the same!



Ethiopia is bordered by Djibouti, Sudan, Kenya, Somalia, and the Red Sea.

As you can see from the preceding map, Ethiopia is located in the “horn” of Africa with the other northeast African nations of Somalia and Djibouti. The capital city is Addis Ababa.

Check an atlas to see the physical features of Ethiopia. Most of the country is made up of rugged mountains and deep valleys. The Ethiopian highlands (or plateau) make up two-thirds of the nation. The Great Rift Valley slices through the country in a northeast-to-southwest direction. Many rivers originate in the highlands. One of these, the Blue Nile, joins the White Nile further north to form the famous Nile River, the longest river in the world.

As in numerous other equatorial countries, Ethiopia has basically two main seasons.

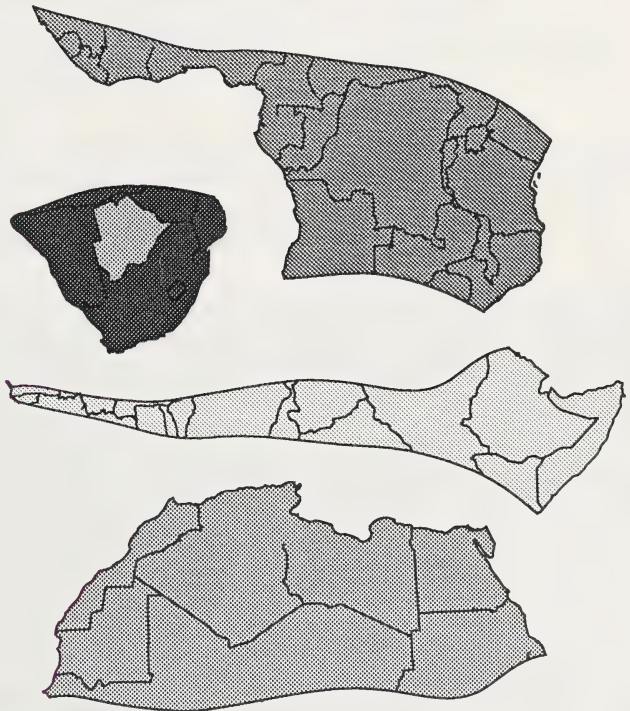
- The wet or rainy season runs from June to September, when the rains are concentrated especially in the southwest region.
- The dry season goes from September to June.

How do you think this affects the quality of life?

Desertification: process of an area becoming desert-like

Now it's time to look at how **desertification** has affected Ethiopia and the way of life of Ethiopians.

2.



How good are you at piecing together puzzles? Trace the various parts of Africa shown here. Cut out your tracings and put them together in the space that follows.

The key will help to show you how desertification is affecting Africa generally and Ethiopia specifically.

Desertification in Africa

(Paste the tracings here.)

Key:



Sahelian Zone
(area of worst drought)



Desert



Area of Secondary Drought



Area Not Affected by Drought

Check your answers by turning to the Appendix, Section 2: Activity 3.

Famine, Drought, and Aid

You can see that all of Ethiopia is included in the Sahelian region. In 1984–85 almost two million Ethiopians died of starvation because of the huge drought and famine that occurred. In 1987–88 another drought struck.

Over the past fifty years, 90 percent of the trees and forests in Ethiopia have been cut down, leaving the topsoil unprotected. Soil erosion has left a desert-like, barren surface in many parts of the country. Even attempts at reforestation do not seem to be successful because of the true desert-like conditions that have set in.

As a result of the severe famine and drought problems in the early part of the 1980s, Ethiopia became the focus of international concern.

- A widely publicized programme called LIVE AID held a concert simultaneously in London, England, and Philadelphia, U.S.A. This event, in July 1985, involved over sixty singers and groups, and raised \$72 million for famine relief.
- Similarly, in Canada a group known as the Northern Lights put together a recording and video called *Tears are Not Enough*, while in the United States a like group recorded *We are the World*. Proceeds from these recordings were donated to help alleviate the Ethiopian crisis.



CIDA Ethiopian victims of famine and drought.

Alleviating: reducing or making more bearable

Government Policies

Now you would think that, in this case, environment has certainly been a factor in contributing to a low standard of living and likely a poor quality of life for most Ethiopians. And it has been! But there's more. The Ethiopian government and its policies have been accused of not being very helpful in **alleviating** the problem. In fact, in the eyes of many Ethiopians, the government has been a part of the problem, making the situation worse than it needs to be.

Emperor Haile Selassie ruled Ethiopia for fifty-eight years from 1926 until 1974. After his death in 1975, there was a great deal of political turmoil. In 1977, a military dictatorship headed by Lieutenant-Colonel Mengistu Haile Mariam took over the rule of the population of forty-two million with a communist-style government. This regime was involved in a continuing border war with Somalia and with the Ethiopians of the northern province of Eritrea who wanted their independence from the nation.

As Eritrea was also one of the regions hit hardest by drought and famine in the 1980s, the people of this area of Ethiopia have been suffering bitterly. To be successful in the civil war, the government tried resettling some of the people from the drought-stricken area of Eritrea to more southern locations, believing that the rebels would not be as difficult to deal with when many of them were redistributed throughout the country.



CIDA Ethiopian women spend much of their day waiting in line for food or water.

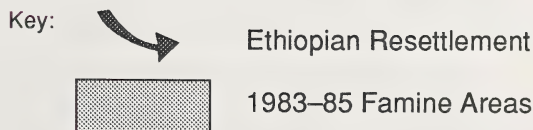
The claim has been made that when the Ethiopian government was sent donations and aid from other nations, it occasionally sold food destined for the people in the northern rebellious regions and, with the profits, bought weapons to assure success in the civil war. Now, most aid organizations distribute the food themselves.

Collective farm: a farm owned by the government in which profits are distributed among farm workers

With both rebels and government (so the accusation goes) disrupting food shipments, and with the government's establishment of **collective farms**, which produced little food, the suffering of the Ethiopian people was aggravated.

In the case of Ethiopia, government and economic policies did not help many of the people achieve a better quality of life. The half-million people that were resettled (see *Ethiopian Resettlement* map) found unsanitary conditions and infectious disease in resettlement camps. The years of political and civil unrest, together with the recurring times of drought have left the country and its people devastated.

Ethiopian Resettlement



Arrows show where people from Eritrea were resettled by the government.

Food, Literacy, and Health

In the areas of food, literacy, and health, Ethiopia has slipped since 1970 because of its high population growth. With a birthrate of 49.8 per thousand and a death rate of 25.2 per thousand, the population is increasing rapidly in spite of the serious shortages and problems. The life expectancy of Ethiopians is 42 years. The literacy rate is one of the lowest in the world. In Africa, generally, one in eight children dies before the age of two, and nearly half of all children under five have a serious enough malnutrition problem to cause permanent physical or mental damage. Is it any wonder that Ethiopia, specifically, is singled out as one of the least-developed areas of the world? Reviewing these statistics, most people would say that regardless of how you define quality of life, it is likely that most Ethiopians would be dissatisfied with theirs.



CIDA

Although the new communist-type government has effectively erased most class differences, Ethiopian women are considered by most to be seriously disadvantaged in terms of equality. Because of tradition and cultural beliefs, forced marriages at early ages, heavy physical work done in the rural areas and poor wages in the cities, and because village leadership and the clergy are almost totally male-dominated, women stand at the bottom of the social ladder in Ethiopia.

Ethiopia's Future

So what do the people of Ethiopia have to look forward to? It is most difficult for the people to come together as one to solve their many problems. They are such a varied grouping. There are over seventy ethnic groups that speak more than seventy languages and two hundred dialects. The Orthodox Church and Muslim religion each claim approximately half of Ethiopia's population.

Nevertheless, with its sizeable human and natural resources, Ethiopia's future has the potential to be more promising than that of many countries in Africa. With improvements in agriculture, transportation, soil conservation, and forestry, there could be a slow turn-around. With a greater emphasis on irrigation, flood control, fish production, and food reserves, the future need not look as bleak as it does at the moment. Ethiopia could indeed be the Hidden Empire it once was called. Empire implies a grandeur that is not present at this time, but that may someday return to Ethiopia.

3. How well have you mastered the material you've just studied on Ethiopia? Put a **T** or **F** beside each statement that follows to indicate whether it is true or false.
- _____ a. The capital of Ethiopia is Abidjan.
 - _____ b. Though it faces many problems, Ethiopia is not threatened by desertification.
 - _____ c. Reforestation has proven unsuccessful in Ethiopia.
 - _____ d. Ethiopia's government stresses free enterprise.
 - _____ e. Ethiopia has had border disputes with neighbouring Somalia.
 - _____ f. The Ethiopian government has been accused of misusing aid sent by foreign nations.
 - _____ g. Ethiopia's high birthrate is offset by an equally high death rate.
 - _____ h. Despite their poverty, almost all Ethiopians can read and write.
 - _____ i. Women are especially disadvantaged in Ethiopia.
 - _____ j. A major advantage that Ethiopia does have is that it is ethnically and linguistically tightly united.

Check your answers by turning to the Appendix, Section 2: Activity 3.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help

Examine the following chart for a quick review of the basic ideas in this section.

Canada

- Canadians generally appear to have a relatively high standard of living and a comparatively good quality of life.
- Canada is a multicultural nation.
- Canada is basically a Christian society although recent immigration patterns are broadening the Canadian religious makeup.
- As an advanced, technological nation, Canada has a large middle class. The division between rich and poor is not as prevalent here as in many countries.
- Freedom is guaranteed through our constitution.
- In the areas of food, health, and literacy, Canada is near the top of the list in the world. If quality of life were measured solely in these terms, most Canadians would be very comfortable.

China

- China's one-child policy affects the standard of living positively but the quality of life perhaps negatively because many Chinese traditionally value large families.
- Although China is very large, the population is concentrated in the south and east, and this leads to problems in those areas because of the high population density.
- Tradition has had an impact on China. Because little has changed in two-thousand years, it is difficult to adopt new policies.
- Since the Communists have taken over in 1949, the government of China has taken on a new direction. Elimination of classes, as well as emphasis on the nation rather than the individual, has resulted.

Ethiopia

- Ethiopia is very poor mainly because of the environment. Famine and drought have given Ethiopians one of the world's lowest standards of living through the 1980s. Quality of life is low when even the basic necessities of life cannot be met.
- The military, communist-type dictatorship, in its dealings with the rebels in the northern areas of Ethiopia, has been accused of causing further problems for the nation. Money that should be spent on relief and aid, it is claimed, has been used in the civil war effort instead.
- Food production, health care, and literacy levels are all very poor in Ethiopia.
- Quality of life in Ethiopia is affected by the varied backgrounds, ethnic groups, religions, and languages in the country.

Here is a word-search puzzle. Locate and circle all the words from the list which follows. If you don't recall what a word means or refers to, go back to your notes and look it up. Words can be formed in any direction: up, down, and backwards.

Word List:

- multicultural
- literacy
- Confederation
- malnutrition
- birthrate
- death rate
- population
- Mao-Tse-Tung
- market
- desertification
- (soil) erosion
- reforestation
- Eritrea
- resettlement

L	A	I	F	*	G	P	*	G	N	U	T	E	S	T	O	A	M	L
S	M	U	L	T	I	C	U	L	T	U	R	A	L	M	*	P	A	T
Y	A	L	T	*	S	T	R	I	E	F	R	A	A	S	X	Z	L	M
E	R	E	F	O	R	E	S	T	A	T	I	O	N	O	I	E	N	P
T	K	U	A	T	N	E	M	E	L	T	T	E	S	E	R	C	U	C
A	E	D	P	M	E	T	A	R	H	T	R	I	B	B	O	L	T	M
R	T	R	O	B	*	R	D	A	R	E	P	C	*	N	M	R	R	E
*	A	V	P	O	A	R	T	C	E	R	S	M	F	T	G	P	I	*
H	Q	Q	U	A	L	I	T	Y	*	O	F	*	L	I	F	E	T	L
T	T	A	L	C	I	F	P	*	T	S	C	R	F	O	T	R	I	Z
A	*	I	A	D	E	S	E	R	T	I	F	I	C	A	T	I	O	N
E	I	R	T	E	A	M	A	R	U	O	K	E	*	T	N	T	N	O
D	Z	F	I	D	L	*	L	S	E	N	O	M	N	O	R	R	M	A
N	*	D	O	E	A	U	J	O	R	S	E	A	P	H	C	E	*	H
O	C	O	N	F	E	D	E	R	A	T	I	O	N	T	S	A	I	R
*	P	H	E	*	R	N	I	C	W	H	O	S	A	N	L	*	A	S
S	A	M	L	Q	K	Z	F	R	O	E	I	L	U	W	E	R	T	F

Check your answers by turning to the Appendix, Section 2: Extra Help.

Enrichment

1. Imagine that you are living in China. You realize that, because your country is the most heavily populated nation in the world, something has to be done about controlling the population. You understand the controversial one-child policy quite well. On the chart, list some of the possible advantages and disadvantages of such a policy.

Advantages	Disadvantages
<ul style="list-style-type: none">• _____ _____ _____	<ul style="list-style-type: none">• _____ _____ _____
<ul style="list-style-type: none">• _____ _____ _____	<ul style="list-style-type: none">• _____ _____ _____
<ul style="list-style-type: none">• _____ _____ _____	<ul style="list-style-type: none">• _____ _____ _____
<ul style="list-style-type: none">• _____ _____ _____	<ul style="list-style-type: none">• _____ _____ _____
<ul style="list-style-type: none">• _____ _____ _____	<ul style="list-style-type: none">• _____ _____ _____
<ul style="list-style-type: none">• _____ _____ _____	<ul style="list-style-type: none">• _____ _____ _____

2. China was the first (and so far, only) nation to surpass the one billion mark – in 1984.

What will China's population be by the year 2000? See if you can figure it out. A calculator would definitely help here, but if you don't have one, it's still possible to come up with the answer.

The population in China by 1988 was 1 100 000 000. Assume the present population growth rate of 1.2 percent continues until the year 2000. For example, if the population was 1 100 000 000 at the beginning of 1988 and the growth rate is 1.2%, this would be your calculation:

Step 1: Find the increase in population:

$$\begin{array}{r} 1\,100\,000\,000 \text{ (1988 base population)} \\ \times 0.012 \text{ (1.2\% growth rate)} \\ \hline 13\,200\,000^* \end{array}$$

* This is the number of new people added to China's population in 1988.

China's population increases by about 13 to 16 million each year. This is an annual increase equalling half the population of Canada!

Step 2: Add the increase to the present population:

$$\begin{array}{r} 1\,100\,000\,000 \text{ (1988 base population)} \\ + 13\,200\,000 \text{ (increase in population)} \\ \hline 1\,113\,200\,000^{**} \end{array}$$

** 1989 population

Remember, for each year multiply the **new** population base (rounded off to the nearest million) by the population growth rate of 1.2 percent. You then add the increase in population to the **new** base population.

These steps illustrate the calculations for the 1990 population:

$$\begin{array}{r} \text{Step 1: } 1\,113\,000\,000 \text{ (1989 base population rounded off)} \\ \times 0.012 \text{ (1.2\% growth rate)} \\ \hline 13\,356\,000 \end{array}$$

$$\begin{array}{r} \text{Step 2: } 1\,113\,000\,000 \text{ (1989 base population)} \\ + 13\,356\,000 \text{ (increase in population)} \\ \hline 1\,126\,356\,000^{***} \text{ (***) 1990 population} \end{array}$$

*** The new population at the beginning of 1990 is rounded off to 1 126 000 000.

Following the examples, determine the populations for the succeeding years. Use your own paper for the calculations.

1991: _____	1996: _____
1992: _____	1997: _____
1993: _____	1998: _____
1994: _____	1999: _____
1995: _____	2000: _____

Check your answers by turning to the Appendix, Section 2: Enrichment.

You can see that even with its lower growth rate due to the one-child policy, the population of China will increase by close to two hundred million people in just a little over ten years. That's almost as many people as live in the United States. Will the resources, food production, and industrial output be able to keep pace with the population increase? How will it affect the standard of living in China? How will that affect quality of life?

Conclusion

All nations of the world are affected by the various factors influencing quality of life. Canada, China, and Ethiopia are no different. Section 2 showed how certain factors are more significant in some of these countries than in others.

Assignment
Booklet

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

Differing Perspectives

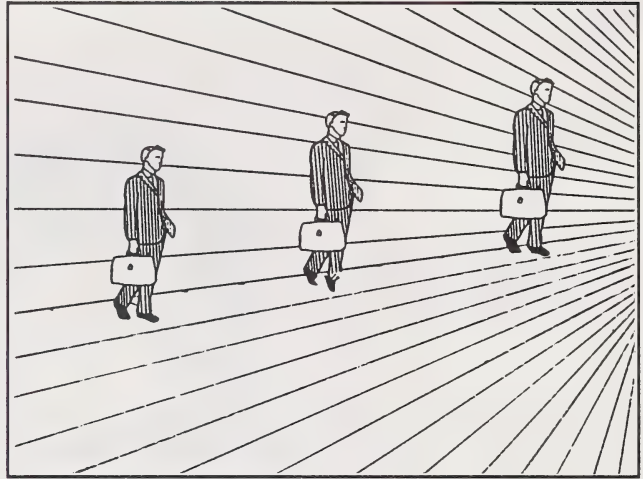


The girl pictured here is wearing two styles of clothing which depict two distinct ways of life. Which way of life do you think would be best for her? By the end of this section you will see that the way she answers that question may be different from the way you answered it. In this section you will find out that persons from other nationalities may not see things the same way you do.

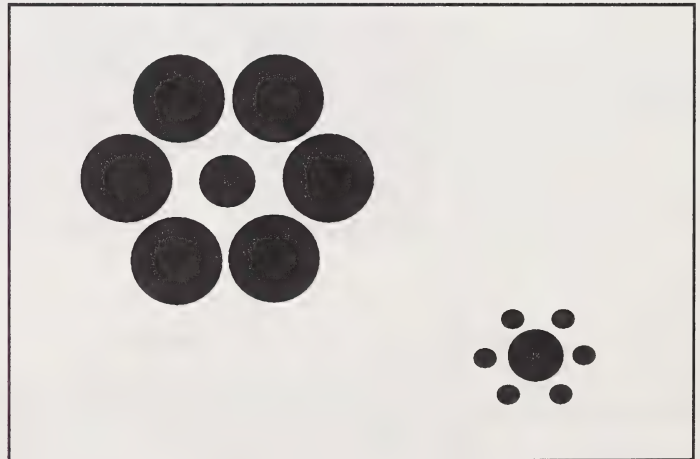
You will be asked to look again at the three societies you studied in Section 2, and then to analyse their similarities and differences.

Activity 1: A World of Variety

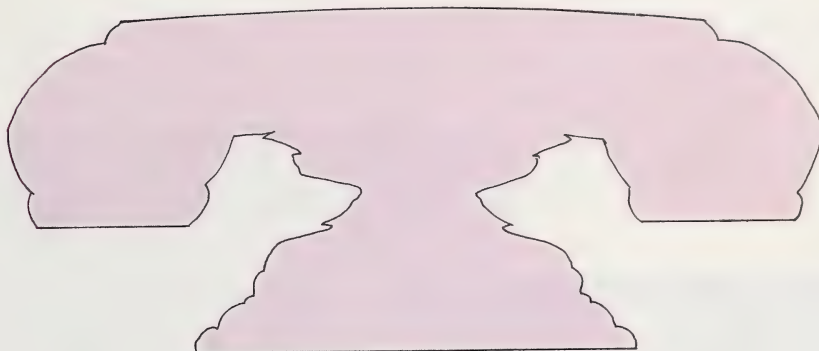
The Importance of Perspectives



Which man in the picture here is tallest? The man at the top right seems to be, but all three are really the same size. They appear to increase in size because of their varying positions within a framework of converging lines.



In the illusion here, the apparent size of the circle in the centre of each pattern is influenced by the context in which it appears. The viewer thinks that the circle surrounded by the larger circles is smaller than the circle surrounded by the smaller circles. Actually they are the same size.



What do you see in this diagram? Do you first see the telephone or the two dogs facing each other? People look at things differently. Attitudes and opinions may differ because of diverse backgrounds and individual customs and beliefs.

It takes but one trip to China for a white North American or European to see that we (in the world) are not all the same. According to travel books, there are in China groups of Chinese people that encircle foreigners and stare. They stare because they have seen so few foreigners, and these foreigners may have features they don't have – big blue eyes, a beard, blond hair, and hairy arms and legs. A few curious people may even stroke visitor's hair or rub their fingers up and down the stranger's arms. But physical differences among people are relatively minor. Cultural differences may be much greater, as you will learn.

Customs and Beliefs in the World

Dress



CIDA



Look at the preceding pictures. Notice the clothing the people are wearing. Then look at your own clothes. Are you the one dressed normally? Do you consider the people in the pictures to be dressed oddly? These people are all dressed normally for their geographical area or time period. It all depends on your perspective. You shouldn't consider your customs to be normal and those of others to be strange. Rather, you should realize that differences can be interesting.



In Europe men wore wigs, often covered with white powder, in the seventeenth and eighteenth centuries. It was just the fashion. In hot climates people often wear hats and loose, light-coloured clothes to protect them from the sun.

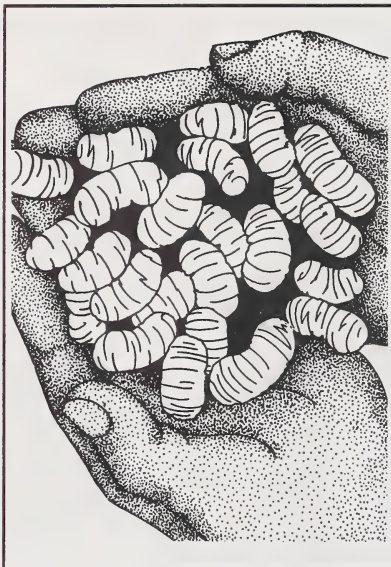
Customs will dictate how you dress. In school there may be pressure on you to dress like everyone else. When the explorers and missionaries from Europe first travelled to the lands of Africa, Asia, South America, and the Pacific Islands, they found that some people in hotter climates wore very little at all. Although the Europeans were shocked and later encouraged these people to wear European-style clothes, the people thought themselves as quite properly dressed. The few ornaments and tattoos they did wear were considered an important part of their apparel.

Foods

Grubs are a delicacy to the people of New Guinea. The French eat horse meat. Australian Aborigines enjoy snakes and lizards. Muslims and Jews refuse to eat pork. Hindus, in India, will not eat cattle. Are a hamburger, fries, and a cola the right things to eat? Is that normal? Certainly not for many people in the world.

Why do you suppose the people of New Guinea developed a taste for grubs?

Would a typical North American style fast-food chain likely do well in India?



A New Guinea treat – a handful of insect larvae – grubs!



A North American treat – burger, fries, and soda!

Marriage

1. What do you see as a typical wedding? What will your wedding be like? Answer the following questions.

- a. How old will you be?

- b. How old will your spouse be?

- c. Will you be married in a church, a garden, or a government building?

- d. How many people will you invite to your wedding?

e. What gifts will you receive?

Check your answers by turning to the Appendix, Section 3: Activity 1.



Photo courtesy of Don Klein.

In Canada, men usually marry in their mid-twenties, and women marry in their early twenties. In some countries, girls marry as early as twelve years, with mid-teens being about average. Boys in those countries would be only slightly older.

Did you know that in some societies a man may have four wives if he is able to support them? Most Canadians dream of getting to know one person, becoming engaged, and eventually getting married. This is not the way it is in all countries, however. In some societies, marriages are arranged by the parents and the couple may not meet until they are engaged or even married!

Arranged marriages! How could a marriage to a stranger ever work?

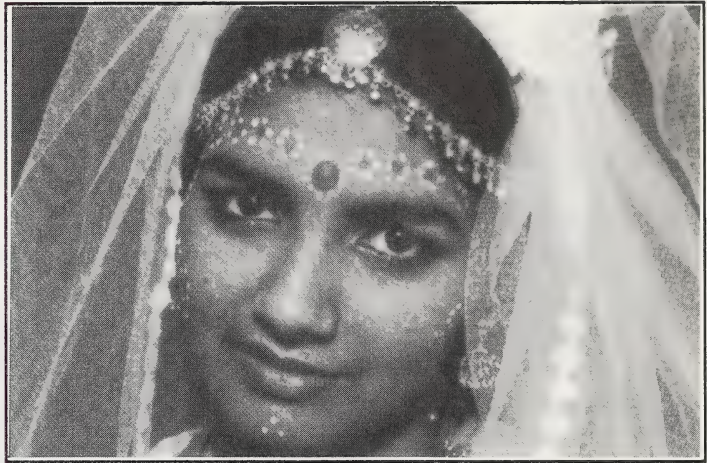
Actually, arranged marriages often work very well. Parents take great care to find suitable partners for their children. Their choices are generally sensible, not emotional. Check the divorce rate in Canada today and ask yourself whether that system of selecting a mate works very well.



CIDA

Most Canadian couples like to invite many people to their wedding. The bride usually wears a bridal gown and the groom wears a suit or tuxedo. A reception often follows the ceremony where guests eat and dance and celebrate the good fortune of the happy couple. Guests usually bring gifts of practical items which the couple can use in their new home.

A Bride in India



CIDA

In India, valuable presents are given to the bride's family by the family of the bridegroom. The bride leaves her family to live with her husband's family, and these gifts make up, in part, for her loss. In Africa, some tribes give gifts of cattle to the bride's family.



There are many marriage customs around the world.

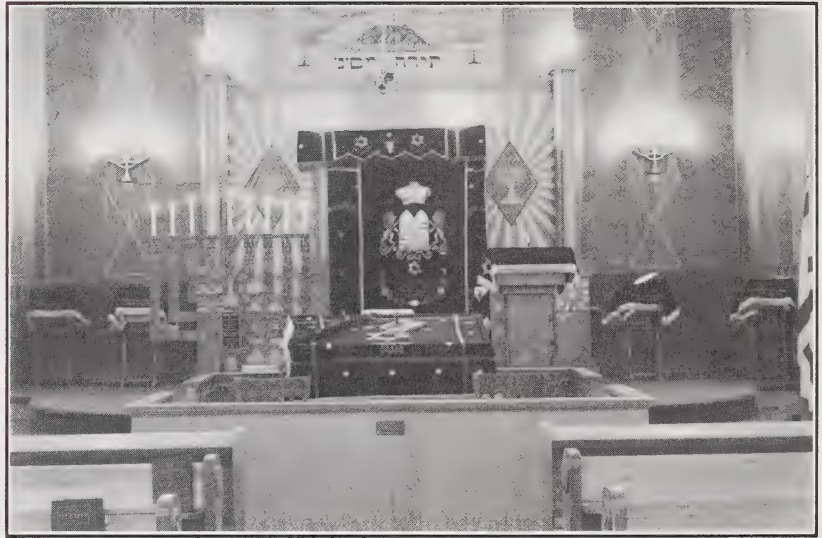
As you can see, the picture that you have of a typical Canadian wedding and marriage is certainly not the way it is throughout the world.

Beliefs and Values

In the earlier times, magic and religion were highly valued, because they explained natural phenomena. Even today, in many traditional societies, magic and rituals are guides to life.

Talmud: the authentic book of Jewish tradition

For many Jews, life is governed by the Law of Moses. Crime, sexual behaviour, hygiene, and diet are all dictated by the **Talmud**, the book of Jewish tradition.



A Jewish Synagogue

Buddhism: a religion based on the teachings of the Buddha, prevalent throughout much of Asia



The **Buddhist** lifestyle is middle-of-the-road. One should neither be too self-indulgent nor too self-disciplined, they believe. Buddhists value the quality of being non-assertive. This, they say, is the best way to find true peace.

I You shall have no other gods before Me.

II You shall not make for yourself an idol in the form of anything in heaven, on earth, or in the water. You shall not worship them.

III You shall not misuse the name of the Lord your God.

IV Remember the Sabbath day by keeping it holy. On it you shall not do any work.

V Honour your father and your mother.

VI You shall not murder.

VII You shall not commit adultery.

VIII You shall not steal.

IX You shall not give false testimony against your neighbour.

X You shall not covet your neighbour's house or anything that belongs to your neighbour.

The Ten Commandments of the Christian ethic.

Shintoism: an ancient Japanese religion that involves worship of natural forces, ancestors, and the Emperor



In Japan, a religion known as **Shintoism** governs behaviour. Japanese patriotism and loyalty stems from ancestor worship and emperor worship.

So whether the belief is the religious conviction to help your fellow human being or the political attitude of putting country before self, varying beliefs, ideas, and values do make a difference in how people carry out their lives and in how they determine their perspective.

Now that you understand that there are various ways of looking at different aspects of life (dress, foods, marriage, beliefs, and values) you will examine how extensive these differing perspectives are and decide whether this is a good thing or a bad thing.

2. What two things do you value most in life?

- _____
- _____

3. How do these values affect your life in a way others can see? (For example, if you value your family highly, will you spend extra time with them?)

- _____

- _____

4. Does everyone in Canada value the same two things that you do? Explain.

5. How do you know what things other Canadians value? Suggest two ways.

- _____

- _____

6. Do you think other people should value the same things you do? Explain your reasons.

7. Do you think that the people of China or Ethiopia all value the same things? Explain your reasons.

8. How tolerant are you of others? Do you sometimes see things only from your own point of view or can you see things from the points of view of others? Give an example of seeing a situation from a different point of view.

9. How can people be made to be more tolerant of others?

Check your answers by turning to the Appendix, Section 3: Activity 1.

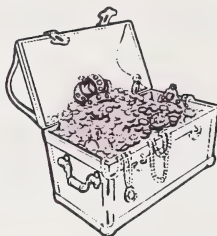
Activity 2: Case Studies – A Comparison

You may consider many cultures to be strange. The Nacirema, a primitive society, might seem to be particularly odd by Canadian standards. Read the following article in which Horace Miner describes the household shrines in which rituals and ceremonies are held.

Body Ritual Among the Nacirema

Punctilious: precise

The focal point of the shrine is a box or chest which is built into the wall. In this chest are kept the many charms and magical potions without which no native believes he could live.



These preparations are secured from a variety of specialized practitioners. The most powerful of these are the medicine men, whose assistance must be rewarded with substantial gifts. However, the medicine men do not provide the curative potions for their clients, but decide what the ingredients should be then write them down in an ancient and secret language.



This writing is understood only by the medicine men and by the herbalists who, for another gift, provide the required charm.

Another unusual ritual is described as follows:

... The daily body ritual performed by everyone includes a mouth-rite. Despite

the fact that these people are so **punctilious** about care of the mouth, this rite involves a practice which strikes the uninitiated stranger as revolting. It was reported to me that the ritual consists of inserting a small bundle of hog hairs into the mouth, along with certain magical powders, and then moving the bundle in a highly formalized series of gestures.



In addition to the private mouth-rite, the people seek out a holy-mouth-man once or twice a year. These practitioners have an impressive set of paraphernalia, consisting of a variety of augers, awls, probes, and prods. The use of these objects in the exorcism of the evils of the mouth involves almost unbelievable ritual torture of the client.



The medicine man and the listener were the two most important men in Nacirema society.

... medicine men insert magic wands in the supplicant's mouth or force him to eat substances which are supposed to be healing. From time to time they come

Lacerating: tearing

to their clients and jab magically treated needles into their flesh.



The fact that these temple ceremonies may not cure, and may even kill the neophyte, in no way decreases the people's faith in the medicine men.

There remains one other kind of practitioner, known as a listener. This witchdoctor has the power to exorcise the devils that lodge in the heads of people who have been bewitched. The Nacirema believe that parents bewitch their own children.



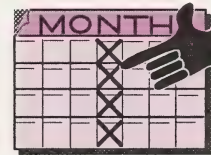
Mothers are particularly suspected of putting a curse on children while teaching them the secret body rituals.

Nacirema men and women perform a series of body rituals. One part of the rite performed by men

... involves scraping and lacerating the surface of the face with a sharp



instrument. Special women's rites are performed only four times during each lunar month, but what they lack in frequency is made up in barbarity.



As part of this ceremony, women bake their heads in small ovens for about an hour.

Our review of the ritual of the Nacirema has certainly shown them to be a magic-ridden people. It is hard to understand how they have managed to exist so long under the burdens which they have imposed upon themselves.¹



Have you figured out yet what Nacirema is? Backwards, it spells American. Did you ever stop to think that maybe this is how we North Americans look to other people? North American culture may not be as advanced as we think it is – especially in the eyes of others.

¹ Estate of James P. Spradley for the excerpts from the article "Body Rituals Among the Nacirema" by Horace Miner taken from *The Nacirema – Readings on American Culture* (1975), edited by James P. Spradley and Michael A. Rynkiewicz. Reprinted by permission of the Estate of James P. Spradley.

1. Do the following activity, to show that you understand and are able to interpret the account of the Nacirema society. Words in parentheses should be restated using terms from our culture. If you are having difficulties, read the section immediately following the questions.
 - a. The focal point of the shrine is the _____ (a box which is built into the wall).
 - b. The most powerful specialized practitioners are the _____ (medicine men) who must be rewarded with _____ (substantial gifts).
 - c. The secret writing is understood only by the medicine men and the _____ (herbalists).
 - d. Another daily ritual is _____ (the mouth-rite).
 - e. The ritual consists of inserting a _____ (bundle of hog hairs) into the mouth.
 - f. People seek out a _____ (holy-mouth-man) once a year.
 - g. This person uses various instruments to _____ (exorcise the devils of the mouth).
 - h. Medicine men sometimes _____ (jab magically treated needles into their patient's flesh).
 - i. The _____ (listener) has the power to _____ (exorcise the devils that lodge in the heads of people who have been bewitched).
 - j. Men _____ (lacerate and scrape the surface of the face with a sharp instrument) while women often _____ (bake their heads in small ovens for about an hour).

Check your answers by turning to the Appendix, Section 3: Activity 2.

Did you have any difficulty understanding the article? Would these illustrations have made the article clearer?



... box built into wall ...



the required charm ...



bundle of hog hairs ...



holy-mouth-man ...



medicine men ...



a listener ...



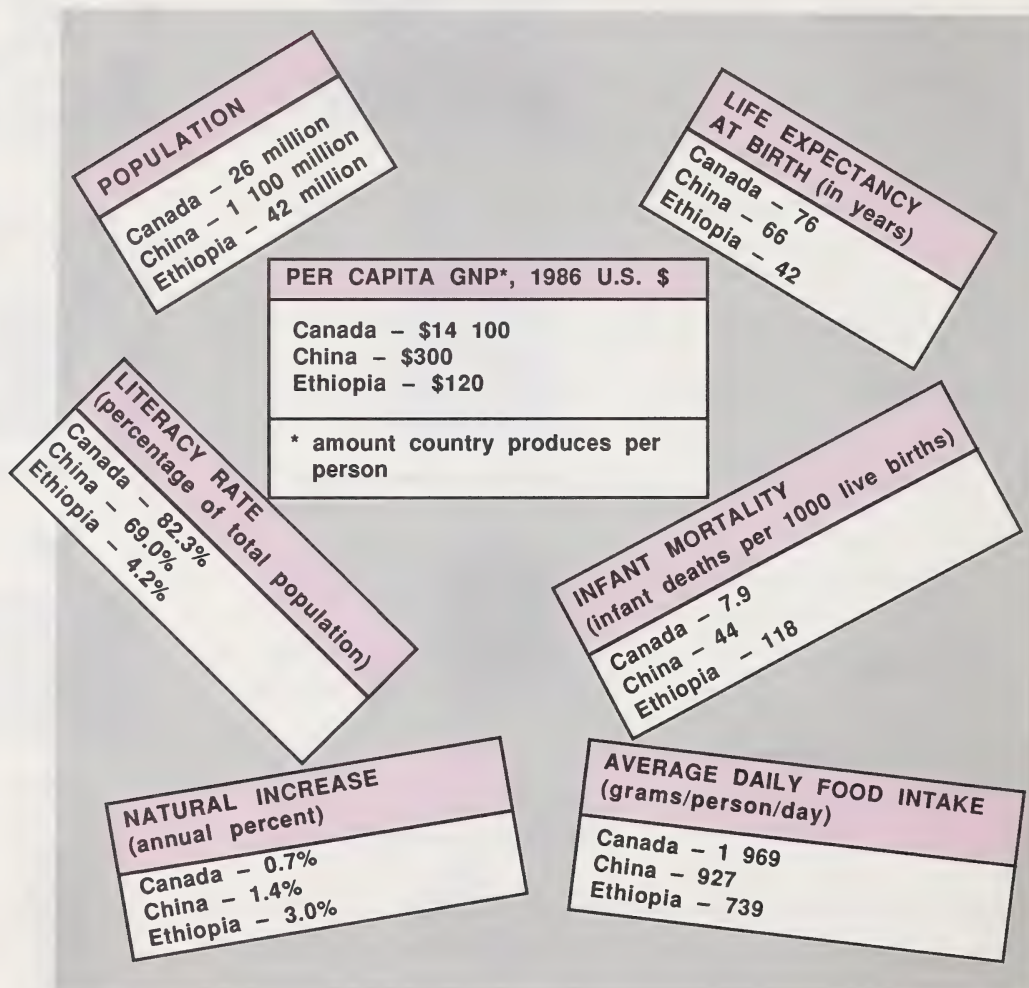
lacerate the surface ...



women bake their heads ...

In Section 2, you examined life in Canada, China, and Ethiopia. You will now compare and contrast the standard of living and quality of life in these countries.

Look over this collage of comparisons. Answer the questions which follow.



2. a. Review the collage of comparisons. List the order of the countries (from highest to lowest) for standard of living.

- _____
- _____
- _____

- b. Explain why you ranked the countries as you did for standard of living.

3. a. Review the collage again. List the order of the countries (from highest to lowest) for quality of life.

- _____
- _____
- _____

- b. Explain why you ranked the countries as you did for quality of life.

Check your answers by turning to the Appendix, Section 3: Activity 2.

Canada

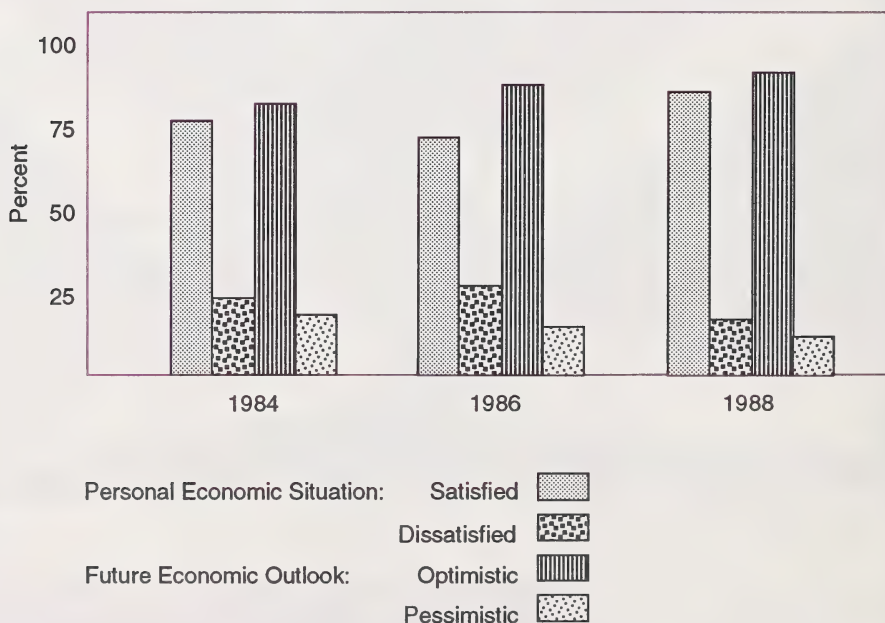
Most people would have had little trouble determining that Canada's standard of living is far ahead of either China's or Ethiopia's. China seems to be on the road to a better standard of living, but Ethiopia is at the bottom. No doubt, Ethiopia would be looked upon as having a relatively poor standard of living.

Quality of life, however, is another matter. Could you say that people in China and Ethiopia have a poor quality of life? Perhaps not. It depends on whose viewpoint or perspective you look from.

Now it's time to analyse Canada's quality of life. Looking at the collage of statistics, some would say that Canada has a high standard of living and a good quality of life. Others, who value qualities different from those on the collage, might not say that.

Quality of life is based to some extent on satisfaction or happiness. Obviously, if the people of a nation are satisfied with their lifestyle, they will consider themselves as having a good quality of life. Using this yardstick, the chart given here shows that Canadians are generally pleased with their personal economic situation and future economic outlook.

Satisfaction and Optimism in Canada



Although most people would agree that Canadians have both a high standard of living and a good quality of life, this certainly does not mean that everyone in Canada has either or both of these.

Think of the area where you live. Does everyone in your neighborhood have the same standard of living? Probably not. You are likely aware that some families find it more difficult to make ends meet financially and, therefore, have a lower standard of living. This does not mean, however, that they have a poorer quality of life. They may value things that cannot be measured in dollars, such as family, friends, or health.

4. The following chart gives you an idea of differences that may exist in standard of living within one city. This chart measures the standard of living in Vancouver, British Columbia.

Read the chart and then write three questions that will help you compare Vancouver's areas. Then answer your own questions. One example is provided.

Standard of Living in Vancouver				
Areas of Vancouver	West End	East Vanc.	Burnaby	Marine Drive(s)
Population density (per km ²)	24 839.0	4 287.0	3 702.0	1 704.0
Rooms per dwelling	2.8	3.2	5.4	7.1
Average value of dwelling in thousands of dollars	119.0	92.0	136.0	310.0
Median family income in dollars	17 782.0	18 799.0	21 437.0	42 823.0
Percentage of low income families	19.4	22.6	25.5	5.5
Percentage of single parent families	15.1	19.6	17.4	10.1
Percentage of males in managerial jobs	11.3	9.2	3.5	25.8
Percentage of males in construction trades	7.0	9.2	14.3	5.4

STATISTICS CANADA

• **Question:** (example)

Which areas of Vancouver are most crowded and which are least crowded?

Answer: Most crowded – West End

Least crowded – Marine Drive

• **Question:** _____

Answer: _____

• **Question:** _____

Answer: _____

• **Question:** _____

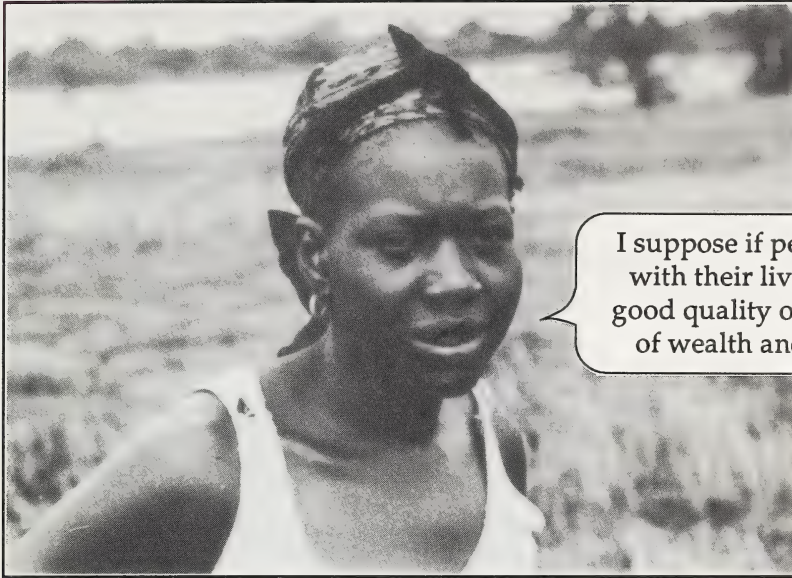
Answer: _____

Check your answers by turning to the Appendix, Section 3: Activity 2.

If you ask people living on Marine Drive, in Vancouver, what their perception of their own standard of living and quality of life is, it might be entirely different from that of Vancouver's West End residents.

Similarly, if you asked someone from China or Ethiopia what kind of lifestyle we have in Canada, the answers might surprise you. They would probably admit that we have a high standard of living and many material goods. But they might not place great emphasis on this. To them, we might have a poor quality of life.

- Canada has 2.5 murders per 100 000 people.
- Canada has 14.8 suicides per 100 000 (the suicide rate for many Third World countries is less than 1 per 100 000).
- Canadians face more pollution, stress, and a faster pace of life because of industrialization.



CIDA

Western: North American and European

China

Did you rank China behind Canada but ahead of Ethiopia in the questions regarding both standard of living and quality of life? In doing so, you've based your opinion on the **western** values of production, trade, literacy, and other qualities shown on the collage. These are the values that we consider important. Although people in China would generally consider their standard of living to be lower than Canada's, they certainly may have a built-in bias, as we do, in thinking that they have a better quality of life.



With greater value placed on family, job obligations and responsibilities, and perhaps also, the advancement of their nation (rather than their own personal gain), Chinese people may very well see things differently from the way you do.

- With over 80 percent of Chinese living a traditional lifestyle in rural areas, it seems they may not place great emphasis on change and technological advancement. (How receptive are you to change? If someone wanted you to change your life drastically, even though you knew it might be for the better, you might want to resist. You might say, “No thanks. My life is fine as it is, thank you very much.” For example, if you got no exercise, would you begin exercising just because others showed you it would be in your best interest?)
- With the one-child policy, population growth in China has been slowed. A large population growing at a controlled rate, can be an advantage to a nation, if used effectively. The potential to become a world leader is there.
- Because of her large land mass, China has a great number of resources. Industrial potential is there.

The Chinese not only look upon themselves as having a relatively good quality of life now, but also feel a great optimism for the future. Although westerners may see China as a country that is struggling, the Chinese, like Canadians, are optimistic about the future. They consider their lifestyle to be a good one.



Perhaps, but there have been indications of discontent in China recently. I think the people, especially in the city, want more freedom and a high standard of living.

CIDA

5. a. Where people live affects the things that are considered important. Such differences are reflected in Chinese attitudes. Country people have a different outlook from city people. Consider these comments. If you feel the comment would be made by a person in the city, place a check (✓) in the **city** column. If you feel the statement would be made by a person in the country, place a check (✓) in the **country** column.

This statement would be made by a person from the . . .	City	Country
Work is dull; I don't mind job changes.		
If I didn't see my parents every day I would be unhappy.		
Why would people want change if they have everything they really need?		
It is important to study hard to improve oneself.		
If most of us are happy with the world everybody should be.		
A son is absolutely necessary to carry on the work when I am old.		
One child is enough. We are too crowded.		
I work hard and I deserve rewards like new clothes and entertainment.		
We need more children if we are to meet our responsibilities.		
I am ambitious. If I work hard I can benefit China and myself.		

- b. Give reasons for your choices.

Check your answers by turning to the Appendix, Section 3: Activity 2.

Ethiopia

6. How do you interpret the following cartoon, that is, what do you think the cartoonist was trying to say?

A Cartoonist's Comment on the War in Ethiopia



Uncivilized



Civilized

Check your answers by turning to the Appendix, Section 3: Activity 2.

Some people think that Ethiopians are so backward they should be forced to become more civilized. Is this a good idea?

It's easy to look at a statistical comparison of world nations and label Ethiopia as one of the poorest nations both in terms of standard of living and quality of life. A recent analysis of the world's troubled countries listed those most likely to become unstable because of economic factors, politics, and social conditions. They set up a 100-point scale in which 100 was the worst rating, and 1 was the best.

Degree of Instability

Iraq	80
Ethiopia	77
Iran	75
Sudan	73
Uganda	66
Zambia	64
Nigeria	62
Chile	61
El Salvador	61
Vietnam	61
Zaire	61
Egypt	58
Ghana	58
South Africa	58
Indonesia	55
Bolivia	54
Zimbabwe	54

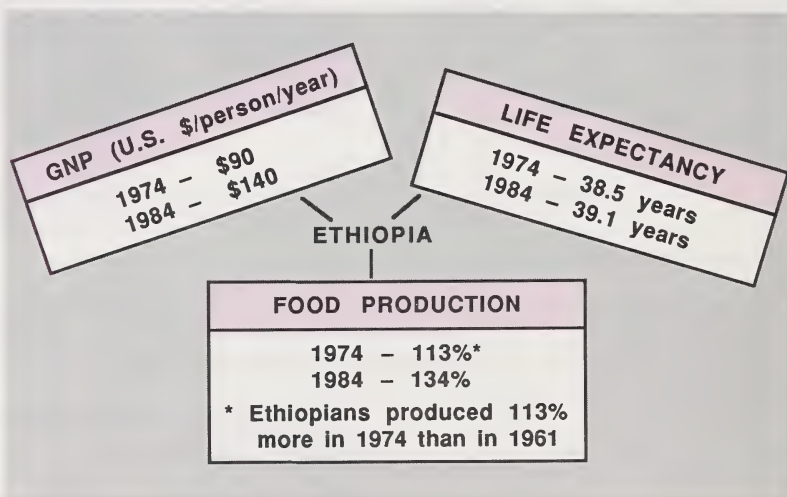
Ethiopia is high on this list. But there are other considerations. Although many African nations, like Ethiopia, are considered relatively poor, global improvements have been noted.

- The world's population doubled in the last forty years; but, in the same period, food production tripled.
- Between 1970 and 1986, the percentage of the world's population with a safe supply of drinking water has gone from 65% to 86% in urban areas. In the countryside, it's risen from 13% to 44%.
- Since 1950, the rates of infant mortality have been halved in almost every country of the Third World.

¹R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World "Unequal Shares"* Vol. 53, No. 9, May 1988, p.15. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.

- The number of Third World children immunized against diphtheria, whooping cough, tetanus, and polio has gone from fewer than 5 percent in the mid-1970s to about 40 percent today.
- Over the last four decades, the average human life-span has gone from forty-six years to sixty-one years. Most of that increase has been in the Third World.
- Since 1950, the proportion of the world's adults who can read and write has increased from 55% to 72%.
- Since 1946, the percentage of the world's six-to-eleven year-olds who start school has risen from just over 50% to nearly 95%. The number going on to secondary school has increased from about 10% to about 40% in the same period.
- Between 1960 and 1982, the percentage of Third World people, twenty to twenty-four years old, enrolled in higher education rose from 3% to 10%.
- In India, the number of scientists and engineers has risen from 190 000 in 1960 to 2.4 million in 1984.¹

The greatest number of gains seem to be in the Third World. Ethiopia, specifically, has made progress in many areas:

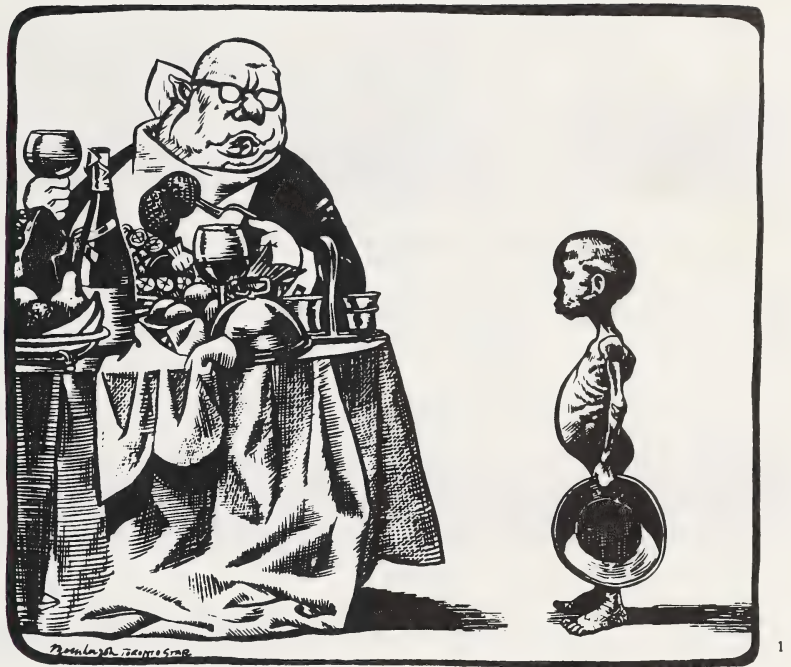


In spite of the droughts and famine of the 1980s, most African nations actually produced enough grain to feed their populations. The problem of food is not necessarily one of quantity but rather one of **allocation** or distribution of food.

Allocation: action of assigning, dividing, or sharing for a special purpose or to a particular group

¹ R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World "Unequal Shares"* Vol. 53, No. 9, May 1988, p.3. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.

How do you feel when you see a cartoon like this one?



Even though most of the industrialized nations have more food than Third World nations, there are many people within less-developed nations like Ethiopia that have enough food, clothing, clean water, and money. Generalizations are difficult. You cannot say that everyone in Ethiopia has a low standard of living and poor quality of life. There are always those who are quite well-off in spite of the poverty around them.

Activity 3: Quality of Life – Differing Viewpoints

Early in this module, an attempt was made to give a broad definition of quality of life. It included two aspects:

- materialism and wealth
- achievement of life goals (happiness, freedom, personal satisfaction, love of families and friends)

You can see that it is difficult to define quality of life because people value different things for different reasons.

¹ *Toronto Star* for the cartoon "Famine" by MacPherson. Reprinted by permission of *The Toronto Star Syndicate*.

For example, most people place a high value on family. The following survey shows that Canadians consider family to be the most important thing in life.

The Most Important Thing in Life	1986	1988
Religion	5	8
Family	77	77
Career/Work	17	13

Third World families have an average of three more children than families in industrialized nations. Children are a necessity to **Third World** parents because there are no old-age pensions, no unemployment insurance benefits, and few medical services. Children are expected to look after their ill or elderly parents. For basic daily survival, children are an important asset in the Third World. People in Canada and in the Third World value families, but for different reasons.

You can see how complicated it really is to define quality of life:

- Different people value different things, but even when they value the same thing (e.g., family), it is not necessarily to the same degree or for the same reasons.
- People within a nation may not only have very different standards of living but also differing viewpoints on what constitutes a good quality of life.
- People from other countries have such different backgrounds, so you cannot expect them to see things the same way you do.

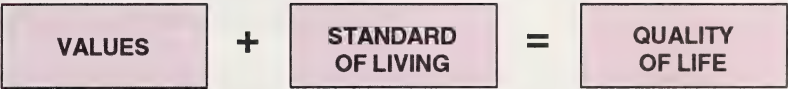
It may seem quite easy to compare standards of living around the world, but it is very difficult to make generalized statements regarding quality of life. Basically, if people are happy with their lifestyle, they will consider themselves to have a good quality of life. Perhaps this satisfaction should be considered and remembered when you study strategies for development in the latter part of this course.



What is important to your quality of life?

Third World: those nations not as advanced as others in terms of technology and industrialization

Study this diagram:



Explain why you would agree or disagree with this simple equation.

Check your answers by turning to the Appendix, Section 3: Activity 3.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help

Here is a review of the basic ideas in the section. Study the summary; then do the activity that follows.

- People have different ways of looking at things because of their different backgrounds.
 - People dress differently, have different foods, and have different marriage customs as well as different beliefs and values. Although some of these may appear strange to some people, they are natural to others.
 - When you realize that people have differing viewpoints because they have different needs and value different things, you can become more tolerant.
 - The Nacirema society showed you that looking at North American culture from another perspective shows it in a new light. It appears strange and foreign.

- Comparison of the three case studies shows that it's possible to determine the standard of living in each. It appears that Canada has the highest, China the next highest, and Ethiopia the lowest standard of living.
- It is entirely different to compare qualities of life. Although standard of living is somewhat important, one must look at many other factors. Many of these are difficult to compare.
 - Canada may generally be seen as having a high standard of living and most may say we even have a good quality of life, but there are a few people who live in Canada who do not have either of these. There can be great diversity within any nation.
 - Ethiopians may have difficulties, but changes in the future may bring about a higher standard of living which could translate into a better quality of life for them.
 - Quality of life has mainly to do with satisfaction with lifestyle. This can be a difficult thing to compare objectively.

Match the following sentences with the appropriate case study examined. Write **Canada**, **China**, or **Ethiopia** in the blank to the left of each statement.

- _____ 1. Some people in this nation believe that the one-child policy will improve the quality of life because more resources will be shared among fewer people in a family. Others feel that quality of life will suffer because the traditional emphasis on large families will be lost.
- _____ 2. With a high infant mortality rate, this nation's life expectancy is the lowest of the three countries studied.
- _____ 3. The population of this nation is the highest in the world.
- _____ 4. Almost the entire population of this country is literate.
- _____ 5. Eighty percent of the population of this nation work in the rural areas. Their agricultural production is very good.
- _____ 6. A higher standard of living is achieved here through such demographic factors as a low birthrate, a low death rate, a high literacy rate, a low infant mortality rate, and a low population density.

- _____ 7. Environment affects quality of life. In this nation, natural conditions have severely reduced the quality of life.
- _____ 8. Government policy of resettlement and collective farming has done little to bring about a better standard of living and quality of life to this nation.

Check your answers by turning to the Appendix, Section 3: Extra Help.

Enrichment

Do either Part A or Part B. Part A involves a video and Part B is a print alternative. If you have access to the videotape *Behind the Image* which is Show I of the “Paths of Development” series, do Part A. If not, do Part B.

Part A

A country’s standard of living depends upon its level of economic development. Therefore, nations are concerned with the amount of goods available in their countries and the incomes of the people.

The video *Behind the Image* gives views of three developing countries: Peru, Malaysia, and Niger. The meaning of development in these nations is explained by a spokesperson for each country. Although all of the nations are developing, there is a great deal of diversity among them. The problems they face and the answers to them vary considerably. Explain how in answering these questions.

1. The idea of the consumer society and of developed nations are shown to be related. Why is the image of development that of the consumer society, according to the video?



2. Does the man from Peru believe that the consumer society should be a goal for Peru? What are his reasons?

3. Malaysia has a greater diversity of people and has more industrial activity than Peru. Are their development goals greatly different? Explain your conclusion.

4. Does the growing industrial production in Peru and Malaysia directly benefit the people?

5. Both the poor and the rich are improving their economic situation in Malaysia. Why does the lady say that income inequality is a problem?

6. In your opinion, which country is the poorest of the three? Why would you think this?



Part B

Show your understanding of differing perspectives on standard of living and quality of life by drawing or sketching posters relating to **two** of the case studies examined (China and Ethiopia).

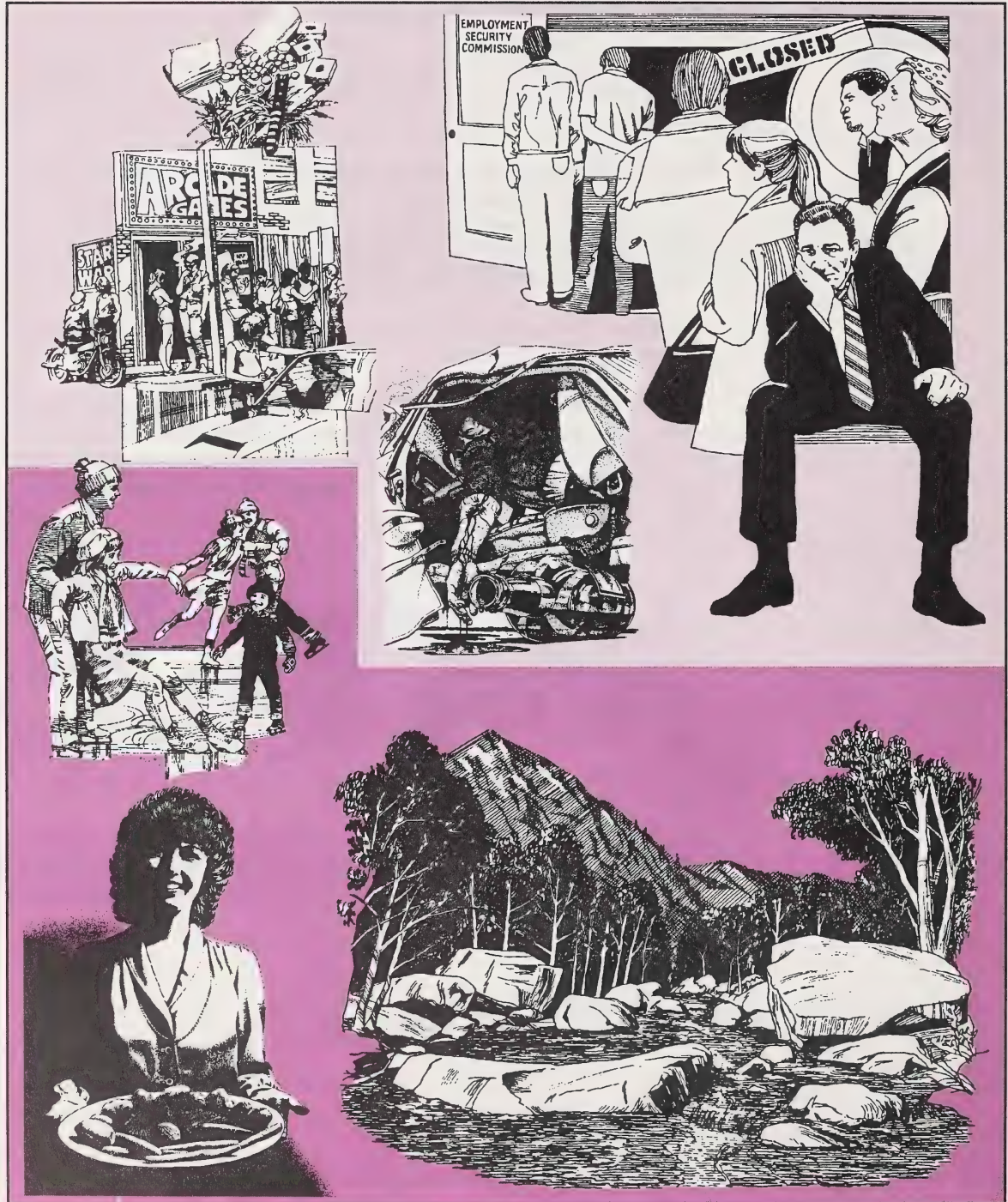
Your first poster should show the two viewpoints of China and your second the two viewpoints of Ethiopia. If you find it difficult to draw pictures, write words that describe the good and bad viewpoints of each. Though not as visually appealing, it would help get the message across. Three items for each side would be appropriate. Use your own paper for this activity.

An example showing the different perspectives of Canadian life is given for you. Look at the poster.

Do you understand why some people would say that Canada has a high standard of living and a good quality of life if they saw only the bottom of the poster? If experience made them see Canada as the top of the poster, they would see things quite differently. This poster may serve as an example but feel free to use your imagination.

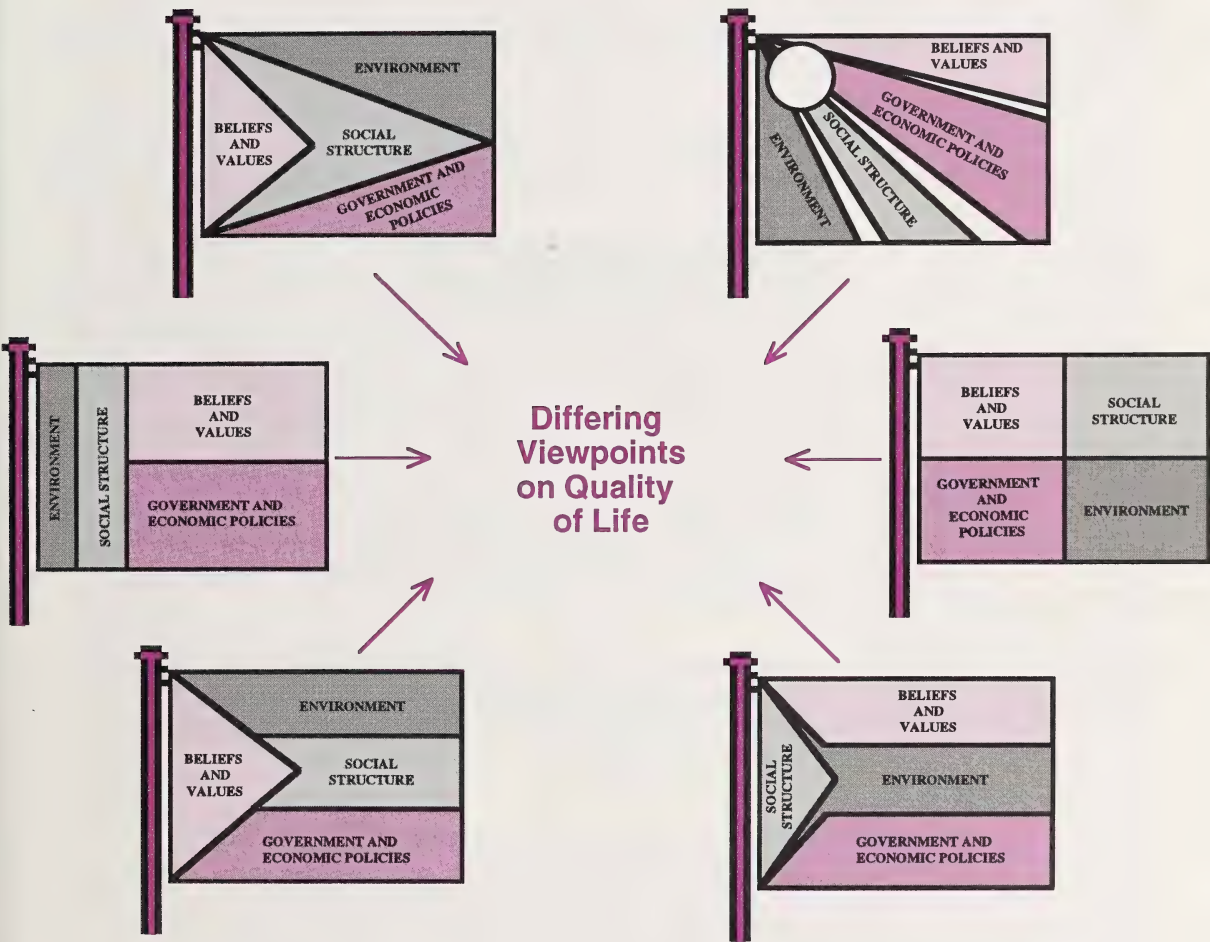


Check your answers by turning to the Appendix, Section 3: Enrichment.



Conclusion

The people of different nations will have different viewpoints because they will not experience the factors that affect quality of life in similar ways.



Assignment Booklet

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

MODULE SUMMARY


- Quality of life is how good one's life is. It is measured in terms of
 - material wealth
 - achievement of life goals (happiness, freedom, personal satisfaction, and love of families and friends)
- Some of the factors that affect one's quality of life are beliefs and values, environment, social structure, government and economic policies, food, health and literacy, resources and technology, demography, and aspirations of people.
- Canada, China, and Ethiopia are somewhat difficult to compare in terms of standard of living and especially in terms of quality of life. What one values and considers important may not be what another person wishes to emphasize. Consequently, some people may think that Canada, as an industrialized and technologically advanced nation, has the best quality of life; while others may see the simpler life found in both China and Ethiopia as having a greater quality. Differing perspectives will mean that people will analyse life in Canada, China, and Ethiopia from their own points of view.
- Generally speaking, people of all nations have such different perspectives on what constitutes the good life, that it is extremely difficult to compare them. Further, variations within countries make it difficult to generalize regarding the entire country.
- Although standard of living can be measured in more objective ways (GNP per capita, literacy rate, life expectancy), quality of life needs to be analysed in terms of the satisfaction people have with their lifestyles as well as their optimism about the future.

Assignment
Booklet

FINAL MODULE ASSIGNMENT

Turn to your Assignment Booklet. Do the assignment for this module.

Appendix

	Glossary
	Activities
	Extra Help
	Enrichment

Glossary

Alleviating	<ul style="list-style-type: none">• reducing or making more bearable
Allocation	<ul style="list-style-type: none">• the action of assigning, dividing, or sharing for a special purpose or to a particular group
Aspirations	<ul style="list-style-type: none">• strong desires for achievement
Birthrate	<ul style="list-style-type: none">• the number of births per thousand people per year
Buddhism	<ul style="list-style-type: none">• a religion based on the teachings of the Buddha, prevalent throughout much of Asia
Capitalism	<ul style="list-style-type: none">• a system of private enterprise; free enterprise
Collective farm	<ul style="list-style-type: none">• a farm owned by the government in which profits are distributed among farm workers
Communism	<ul style="list-style-type: none">• a form of socialism based on the ideas of Karl Marx and V.I. Lenin
Confederation	<ul style="list-style-type: none">• Canada's becoming a nation (1867)
Confucius	<ul style="list-style-type: none">• a Chinese philosopher who lived from 551 to 479 B.C.
Conservative	<ul style="list-style-type: none">• not wanting much change; preferring to leave things the way they are
Death rate	<ul style="list-style-type: none">• the number of deaths per thousand people per year
Demography	<ul style="list-style-type: none">• the statistical study of human populations
Denominations	<ul style="list-style-type: none">• types of religions
Desertification	<ul style="list-style-type: none">• the process of an area's becoming desert-like
Dictatorial nation	<ul style="list-style-type: none">• a country in which the government makes most of the decisions for its people without consultation
Ecology	<ul style="list-style-type: none">• the science of the relationship between living things and their environments
Lacerating	<ul style="list-style-type: none">• tearing
Life expectancy	<ul style="list-style-type: none">• the average age to which people live

Literacy	<ul style="list-style-type: none">• ability to read and write
Malnutrition	<ul style="list-style-type: none">• inadequate nourishment
Materialism	<ul style="list-style-type: none">• concern for material possessions
Multicultural	<ul style="list-style-type: none">• containing many different ethnic backgrounds
Physical environment	<ul style="list-style-type: none">• a combination of climatic regions, vegetation zones, and soil zones
Planned economy	<ul style="list-style-type: none">• system of public enterprise in which the government controls the economy
Population growth	<ul style="list-style-type: none">• the rate at which the population grows, measured as a percentage of the overall population
Private enterprise	<ul style="list-style-type: none">• a system in which individuals own businesses and make profits for themselves
Public enterprise	<ul style="list-style-type: none">• a system in which the government owns businesses and makes profits
Punctilious	<ul style="list-style-type: none">• precise
Quality of life	<ul style="list-style-type: none">• how good life is, measured both in terms of material wealth and the achievement of life goals
Resource	<ul style="list-style-type: none">• a natural source of wealth
Rural	<ul style="list-style-type: none">• of the country
Sex roles	<ul style="list-style-type: none">• what males and females are each responsible for doing in a society
Shintoism	<ul style="list-style-type: none">• an ancient Japanese religion that involves worship of natural forces, ancestors, and the Emperor
Socialism	<ul style="list-style-type: none">• an economic system based on public enterprise
Social mobility	<ul style="list-style-type: none">• the movement up or down the social ladder
Standard of living	<ul style="list-style-type: none">• how good life is, measured solely in terms of material wealth
Talmud	<ul style="list-style-type: none">• the authentic book of Jewish tradition

Technology

- the use of science for a practical purpose; the use of technical objects to reach a goal

Third World

- those nations not as advanced as others in terms of technology and industrialization

Urban

- of the city

Values

- things people consider important

Western

- North American and European

Suggested Answers

Section 1: Activity 1

1. Answers will vary depending on what you consider important and valuable. Items in which you circled a higher number will be those you consider important. Those with a lower number circled are those you consider less important.

Have you had an older person do the survey as well? How do their opinions vary from yours?

2. Answers will vary according to personal experience. Have you described any terms which might be unfamiliar to a Bushman?

Section 1: Activity 2

1. Once again, answers will vary depending on what you think people consider important or valuable. It is difficult to generalize because societies place high value or emphasis on a variety of things. Remember, you are answering from the viewpoint of a person in a very poor nation.
2. Answers will vary. Note any similarities or differences in your questionnaire.
3. Answers will vary. Differences will exist because each group values something different. For example, money and a high standard of living may be very important to you. These may not be important to people from a poorer nation. Instead, they may value family and friends more highly.
4. Answers will vary. Generally speaking, those areas that have more resources to draw upon will have a higher standard of living. If people living in such areas consider this important, they will also have a higher quality of life. Conversely, a region with few resources, like a desert or the polar region, will have a lower standard of living. People from these regions may or may not have a poor quality of life depending on what they value. If they consider family and friends to be most important they may consider themselves to have a poor standard of living but a comparatively high quality of life.
5. Answers will vary and will be personal.

6. There could be many answers other than those given. These are examples only.

Areas of Difference	Higher Class	Lower Class
education	higher levels of education, e.g., university or college	less education – no post-secondary education
living conditions	sparsely inhabited areas, single-family homes	crowded areas, slums
literacy	more people literate	more people illiterate
food	higher calorie intake	lower calorie intake
housing	more single-family dwellings (fewer people per dwelling)	more multi-family dwellings, apartments, (more people per dwelling)
health	good – greater access to doctors	poor – limited access to doctors and greater health problems
leisure time	generally more	generally less – must work more for basics of life to be met
savings	generally, much money is invested	very little money in savings

7. There are, of course, many government policies and regulations. What follows is a sample. Your answers will probably be very different.

- traffic lights that control intersections
- subsidies for day-care
- subsidies for health care
- control of Canadian content on TV
- regulations of Canadian airtime on radio
- taxes on cigarettes and alcohol
- speeding tickets
- minimum-wage laws
- Unemployment Insurance payments to qualifying unemployed
- income tax requirements

Your answers on the effect of these regulations and policies will reflect your own views. Be sure you are serious. For example, although no one likes getting speeding tickets, you must ask yourself what would happen if there were no regulations regarding the speed at which vehicles travel.

8. There will basically be three different ways of thinking:
 - Members of the family, regardless of situation, receive an allowance only if the assigned work is completed.
 - Members of the family do whatever they are capable of doing and all receive a similar allowance.
 - Members of the family do whatever they are capable of doing and all receive a basic allowance. Those who actually do the most work will get a bigger allowance.
9. Answers will vary but should include many of the following points:
 - wash hands before eating
 - wash clothes regularly
 - drink water that has been treated
 - cook meat properly
 - wash pots, pans, and so on
 - get inoculated for diseases
 - see doctor regularly
 - take vitamin pills
 - dispose of garbage
 - hospitalize the sick

10.

Method of Production	Advantages	Disadvantages
Mechanical or Industrialized	<ul style="list-style-type: none"> • greater efficiency • higher profit • more leisure time 	<ul style="list-style-type: none"> • greater expense • probably more emphasis on materialism • more unemployment
Simple or Traditional	<ul style="list-style-type: none"> • more social interaction • greater sense of accomplishment • less rush or hurry 	<ul style="list-style-type: none"> • longer time • less product per person (only enough output for local consumption) • greater labour

11. Answers will vary. Did you determine that your standard of living was high, low, or somewhere in-between? You should have examined these demographic influences: population density, infant mortality rate, birthrate, death rate, life expectancy, and level of literacy.
12. Answers will vary. Your exploration of the high birthrate in your country should look at tradition, lack of access to and ignorance about birth control, and the necessity to assure support in old age. You might also point out that your society values people more than it does possessions. A person with no family might be considered poorer than a person with no money.

Regarding lifestyle, you should have included statements that indicate there is a lack of space (elbow room). Further, a lack of privacy would be considered important. A higher crime rate usually occurs in areas with a high population density. Impersonality and anonymity prevail because it is impossible to get to know everyone living nearby. Satisfaction with lifestyle is difficult when people live in overcrowded conditions.

Section 1: Follow-up Activities

Extra Help

1. F
2. T
3. T Generally speaking this may be true, but in some poorer nations, standard of living may not be higher in the cities. In this case the answer would be **False**.
4. F Brahmins would generally be considered as having a better lifestyle. Some people would argue that it depends on what is meant by better lifestyle. People may feel the Untouchables, though poor and materially deficient, would have the better quality of life.
5. F
6. T
7. F
8. F Although more resources will generally lead to a higher standard of living, they may not lead to a better quality of life. This depends on what is valued and considered important in life.
9. T
10. T

Enrichment

1. Your cartoon can be humorous, cynical, or thought provoking, but it must show the relationship between quality of life and any of the nine factors studied.
2. Almost any slogan can be used here as long as you can support it with a reason for living your life by it.

Some examples other than those given could be these:

- All work and no play makes Jack a dull boy.
- United we stand, divided we fall.
- Don't count your chickens before they're hatched.
- Do unto others as you would have them do unto you.

Section 2: Activity 1

1. Answers will vary. Some obvious words would probably be

- varied
- cold
- mountainous
- peaceful
- multicultural
- big
- snowy
- friendly
- hospitable

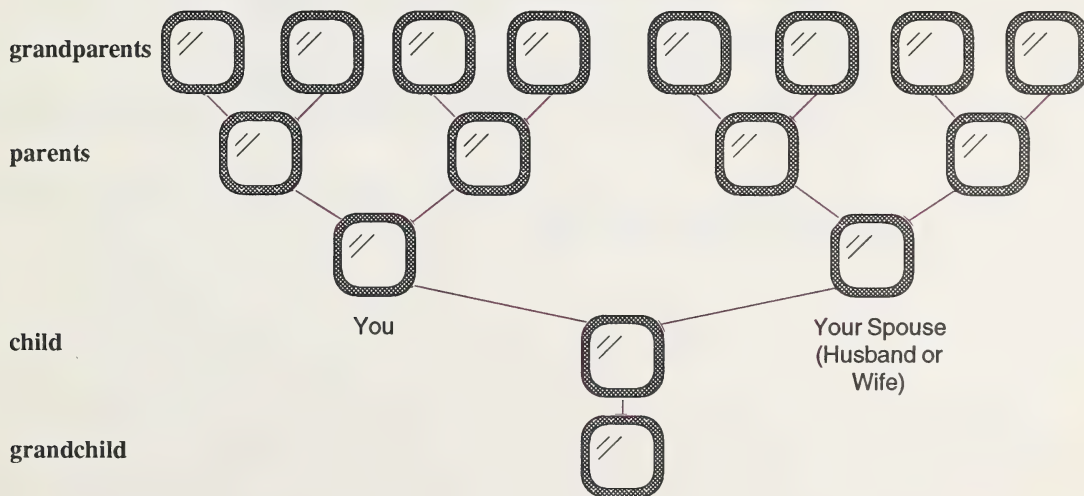
Your word-search puzzle should be filled in completely.

Were you able to interest anyone in completing it?

2. – 4. Answers will vary. The general comment regarding standard of living would probably be that Canada has a relatively high standard of living. General statements on quality of life will vary. People who emphasize materialism will say Canada has a very good quality of life. Those who value such things as family, friends, clean environment, and love, may find that Canada has a number of problems that accompany becoming industrially advanced – for example, pollution, crime, poverty, and waste. Such people may see the quality of life of less technologically advanced countries as being higher because of the emphasis on nature and people.

Section 2: Activity 2

1. The chart should look like this



2.
 - a. 8
 - b. 1
 - c. It is quite clear that the population size will be greatly reduced over a few decades.
3. Your answer will be personal. Are your ideas clearly expressed? Have you defended them logically and honestly?
4. Your answer will express your own ideas. Would your proposed laws be fair? Would they be enforceable? Would they work?

Section 2: Activity 3

1.
 - a. Ethiopia is in Africa.
 - b. It is in the northeast part of Africa.
 - c. The country is desert-like for the most part.
 - d. The population is varied. There are many ethnic groups, languages, dialects, and religions.
 - e. There was a severe drought.
 - f. The government is communist.
 - g. Haile Selassie ruled until 1974.
 - h. This is the Sahel region.
 - i. Resettlement is a term used to describe the forced moving of people from one region to another.
 - j. Eritrea is a province in the northern part of Ethiopia. Some people from this area are fighting for their independence.

2.



- | | |
|---------|------|
| 3. F a. | T f. |
| F b. | F g. |
| T c. | F h. |
| F d. | T i. |
| T e. | F j. |

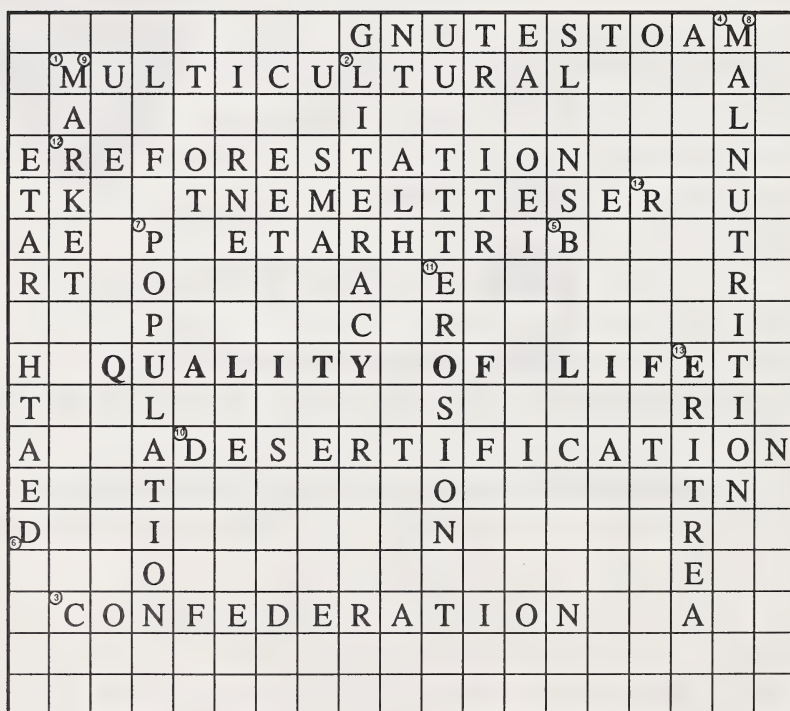
Section 2: Follow-up Activities

Extra Help

The words in the puzzle are identified for you with the small circled numbers:

- ① multicultural
- ② literacy
- ③ Confederation
- ④ malnutrition
- ⑤ birthrate
- ⑥ death rate
- ⑦ population

- ⑧ Mao-Tse-Tung
- ⑨ market
- ⑩ desertification
- ⑪ (soil) erosion
- ⑫ reforestation
- ⑬ Eritrea
- ⑭ resettlement



Enrichment

1. Here are some possible advantages and disadvantages. You may well have thought of others.

Advantages	Disadvantages
<ul style="list-style-type: none"> • There is more food available per person in China • There is a lower population density (i.e., it's less crowded). • There are more resources available. • China is a leader in controlling the population explosion. • More attention can be given to individual children. 	<ul style="list-style-type: none"> • There is less freedom to decide on the size of your family. • It goes against large, traditional Chinese families. • There are too few people to help on the farms. • People have few relatives. • There are more spoiled children.

2. 1991: 1 140 000 000	1996: 1 210 000 000
1992: 1 154 000 000	1997: 1 225 000 000
1993: 1 168 000 000	1998: 1 240 000 000
1994: 1 182 000 000	1999: 1 255 000 000
1995: 1 196 000 000	2000: 1 270 000 000

Section 3: Activity 1

1. a. Answers will vary. Generally Canadians get married in their early- to mid-twenties.
- b. See the answer to question 1. a.
- c. Answers will vary because of preference. Although most Canadians marry in churches there are many alternatives.
- d. It is difficult to make a general statement here. There can be anywhere from a small handful to hundreds of people invited.
- e. Wedding gifts in Canada will usually be money or material goods that can be used by the couple in their home.

2. Answers will vary. Many Canadians will blend material and non-material items as things they value – money, cars, and luxury items, as well as friendship, family, love.
3. If you value money highly, for example, you will do what is necessary (e.g., work hard) to get as much of it as possible. If you value your family, you will spend time with them, have patience with each member, and develop relationships with them.
4. Everyone is different. Perhaps some may value the same things you do, but many others will value other things.
5. Although it is sometimes difficult to tell what others value, if you spend time with people (listening to them talk, looking at what they own, seeing how they interact with family, noticing how they take care of themselves), you will eventually understand what they emphasize in their lives. If they jog, don't smoke, don't drink, and eat healthy foods, it would be obvious that they value their health. If they spend all their time at work, they may value their career choice highly.
6. Your answer will be personal. This is actually a very complex question. Our society, for the most part, feels that it is best to allow people to create their own values. However, this can be taken only so far; for example, we do not tolerate those who value the freedom to commit acts of violence on others.

How far do you think we should allow people to value whatever **they** want?

7. As in Canada, variety exists among the people in Ethiopia and China. The factors affecting quality of life may be different from one part of a country to another.
8. This answer will be personal. Have you been completely honest in your response? Do you think you should try harder to understand other people's viewpoints?
9. People can become more tolerant of others simply by understanding that one's own way is not necessarily the best or only way. There are other perspectives. People in other cultures are not necessarily wrong; they just value different things.

Sections 3: Activity 2

1.
 - a. The focal point of the shrine is the **medicine cabinet** (a box which is built into the wall).
 - b. The most powerful specialized practitioners are the **doctors** (medicine men) who must be rewarded with **money** (substantial gifts).
 - c. The secret writing is understood only by the medicine men and the **pharmacists** (herbalists).
 - d. Another daily ritual is **brushing the teeth** (the mouth-rite).
 - e. The ritual consists of inserting a **toothbrush** (bundle of hog hairs) into the mouth.
 - f. People seek out a **dentist** (holy-mouth-man) once a year.
 - g. This person uses various instruments to **clean and repair your teeth** (exorcise the devils of the mouth).
 - h. Medicine men sometimes **give people injections** (jab magically treated needles into their patient's flesh).
 - i. The **psychiatrist (or psychologist)** (listener) has the power to **help people with psychological (or emotional) problems** (exorcise the devils that lodge in the heads of people who have been bewitched).
 - j. Men **shave** (lacerate and scrape the surface of the face with a sharp instrument) while women often **go to the beauty parlor to get their hair done** (bake their heads in small ovens for about an hour).
2.
 - a.
 - Canada
 - China
 - Ethiopia
 - b. By looking at the figures given, you can see that there is no doubt that standard of living would be ranked in the given order.
3.
 - a. Answers will vary.
 - b. Depending on what is valued, quality of life may be higher for one of these nations than for another. Although many people would rank the order the same as for standard of living, a few people, because of their different values, may see things quite differently.

4. Examples of four questions and answers are given here. Other questions and answers are certainly possible.

- **Question:** (example)

Which areas of Vancouver are most crowded and which are least crowded?

Answer:

Most crowded – West End

Least crowded – Marine Drive

- **Question:**

Which area is the richest? the poorest?

Answer:

Richest – Marine Drive (It has the highest median family income.)

Poorest – West End (It has the lowest median family income.)

- **Question:**

Which area has the most expensive homes? the least expensive homes?

Answer:

Most expensive homes – Marine Drive (Homes average \$310 000.)

Least expensive homes – East Vancouver (Homes average \$92 000.)

- **Question:**

Which of the four areas has the most males in managerial jobs? the fewest?

Answer:

Most managers – Marine Drive (This area has 25.8% of its males in managerial positions.)

Fewest managers – West End (This area has only 11.3% of its male population in managerial positions.)

5. a.

This statement would be made by a person from the . . .	City	Country
Work is dull; I don't mind job changes.	✓	
If I didn't see my parents every day I would be unhappy.		✓
Why would people want change if they have everything they really need?		✓
It is important to study hard to improve oneself.	✓	
If most of us are happy with the world everybody should be.		✓
A son is absolutely necessary to carry on the work when I am old.		✓
One child is enough. We are too crowded.	✓	
I work hard and I deserve rewards like new clothes and entertainment.	✓	
We need more children if we are to meet our responsibilities.		✓
I am ambitious. If I work hard I can benefit China and myself.	✓	

b. You will have your own reasons but, in general, country people will be more interested in stability while the city dweller will favour trying new things.

6. The cartoonist is saying that Ethiopians are suffering from war and natural disaster but some people suffer for no good reason in advanced or civilized countries – the homeless are one example. Perhaps civilized countries have their own variety of barbarism or suffering.

Section 3: Activity 3

If the situation is so bad economically that people are starving, it is impossible for them to have a good quality of life. However, wealth does not guarantee quality of life. If people have basic food, clothing, and shelter, and if they have other things that they value such as family, then their quality of life might be very high. In reality there must be a balance between values and standards of living.

Section 3: Follow-up Activities

Extra Help

- | | |
|-------------|-------------|
| 1. China | 5. China |
| 2. Ethiopia | 6. Canada |
| 3. China | 7. Ethiopia |
| 4. Canada | 8. Ethiopia |

Enrichment

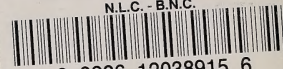
Part A

1. The rich or developed countries have a high level of consumerism and an abundance of consumer products.
2. No, he thinks it is not appropriate. Peru does not have the wealth. The only way some people could have a high level of consumption is for most to be very rich. At present, many Peruvians don't know where their next meal will come from.
3. No. Their stated goals are very similar. They both want to
 - be more self-reliant or independent
 - reduce poverty and income inequality
4. Only to a limited extent. Much of the output is exported.
5. The rich have become much richer. Income gaps have increased greatly.
6. Niger seems to be the poorest. It has very basic problems such as hunger and illiteracy. It is focussed on agriculture and cattle raising with little other industry.

Part B

Your posters will, of course, be your own creation. Do you think they faithfully reflect both positive and negative viewpoints on life in China and Ethiopia?

N.L.C. - B.N.C.



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